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ABSTRACT

The general purpose of this study was to explore the possibility of developing a Parent Participation Reading Clinic home-based instructional model for assisting in the teaching of reading to economically disadvantaged elementary school children. Working within a community-based child health care agency in Washington, D.C., the Parent Participation Reading Clinic offered an innovative model for providing remedial educational assistance to low-income educationally handicapped children through involvement of the child's parents or older sibling as a "home-instructor" in the teaching process. Thirty-eight elementary school children (19 experimental and 19 match control) participated in the study over an eight month period. As a group, the experimental children who participated in the program showed significant gains over the matched control group on eight month re-evaluation on the California Test of Basic Skills, vocabulary and comprehension reading sub-tests. The results indicated no significant positive effects among experimental subjects for increasing IQ scores as measured on the Peabody Picture Vocabulary Test. Significant results were found for the within group reassessment of the Wide Range Achievement Test (reading) and Dolch Word List Test. The general findings of this study are interpreted as supportive of further development of this alternative compensatory education model. (Author/JM)

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PARENT PARTICIPATION READING CLINIC

FINAL REPORT

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Final Report

Project No. 1-C-018
Grant No. OEG-3-71-0128

James H. Wise, Ph.D.
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PARENT PARTICIPATION READING CLINIC
-A RESEARCH-DEMONSTRATION PROJECT-

December 14, 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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ABSTRACT

The general purpose of this study was to explore the possibility of developing a Parent Participation Reading Clinic home-based instructional model for assisting in the teaching of reading to economically disadvantaged elementary school children.

Working within a community-based child health care agency in Washington, D.C., the Parent Participation Reading Clinic offered an innovative model for providing remedial educational assistance to low-income educationally handicapped children through involvement of the child's parents or older sibling as a "home-instructor" in the teaching process.

Thirty-eight elementary school children (19 experimental and 19 match control) participated in the study over an eight month period. Analysis of test results indicated significant differences ($p < .01$) in reading gains between groups on the California Test of Basic Skills with a significant increase in words learned ($p < .01$) on Dolch Word List and Wide Range Achievement Test for experimental children. No significant increase in I.Q. for the Peabody Picture Vocabulary Test was found.

The general findings of this study are interpreted as supportive of further development of this alternative compensatory education model. Some limitations and problems are discussed. Specific recommendations for further research-demonstration development of the home-instructor teaching model are offered.

FINAL REPORT

PROJECT NO. 1-C-018

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PARENT PARTICIPATION READING CLINIC

- A RESEARCH-DEMONSTRATION PROJECT-

James H. Wise, Ph.D.

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James H. Wise, Ph.D.
December 1, 1972

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CHAPTER I

INTRODUCTION

In recent years there has been a growing interest in establishing tutoring and other compensatory educational programs to upgrade the reading skills of inner city disadvantaged children (Randolph, 1968; Hellmuth, 1970).

Curiously enough, in our National pursuit to improve the disadvantaged child's reading ability, the family unit (parent, guardian, older sibling or relative) has largely been ignored as a natural and logical resource for compensatory intervention programming.[1]

Avoidance in programming for parental involvement in the educational growth of the economically and educationally disadvantaged child is all the more striking when one considers what we already know of the crucial role that the family plays in the early cognitive and language growth experience of the developing child (Medinnus, 1967).

A recent publication by the International Reading Association (May 1970 issue of THE READING TEACHER) devoted itself to a number of articles related to the role of parent in the reading process. One contributor seemed to focus in on one of the more compelling reasons for educators to program for parental involvement:

> " . . . the only continuing influences of learning are the parents and other family members to whom a child falls heir by birth. These he has with him always. If one concedes that learning is an ongoing human endeavor occasioned through repeated encounters with others and the environment is uniquely styled by each person, there should remain little doubt that parents are a child's first reading teachers" (Ward, 1970)

The argument raised for programming parental or family involvement in aiding the educationally handicapped child is most salient with respect to these points: 1) the family serves as the primary, natural and continuing "educator", particularly

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[1] There have been a few notable exceptions to this generalization (Egbert, 1968; Gordon, 1969)

during the child's formative preschool and early primary school years and; 2) the family exists as a natural manpower resource for providing an idealized one to one, teacher (parent): student (child) ratio.

If one can accept the logic of these arguments in support of developing a viable mechanism for parental or family involvement, why then does it appear that we have tended to be so "illogical" traditionally in excluding or ignoring low income parents or family in our design and implemention of sundry tutoring and other compensatory educational programs? The writer can only surmise that the explicit or implicit decision to overlook low-income parents has rested with one or more of the following assumptions:

ASSUMPTION 1. LOW INCOME PARENTS ARE NOT INTERESTED IN THEIR CHILD'S EDUCATIONAL ACHIEVEMENT

ASSUMPTION 2. LOW INCOME PARENTS, FOR A VARIETY OF SOCIAL AND OTHER PROBLEMS, ARE NOT AVAILABLE TO HELP IN EDUCATIONAL INTERVENTION PROGRAMMING.

ASSUMPTION 3. LOW INCOME PARENTS ARE NOT CAPABLE OF CARRYING OUT A PRESCRIBED EDUCATIONAL PLAN FOR WORKING WITH THEIR CHILD.

While one or more of these assumptions may have validity for an undetermined percentage of low income families, the writer's experience working with parents in a child centered health agency serving a poverty black ghetto community in the Nation's Capital suggests that these assumptions do not hold true for the greater majority of parents we see. Our observations have been that poor parents as advantaged parents typically do care about their children and want very much for them to achieve.

The problem may rest with the natural uncertainty parents often feel as to what exactly they need to do to help, what materials they should use, how to plan instructional strategies, how to motivate their child and so forth. It is most probably true that uncertainty and reluctance to actively undertake the role of "educator" is greater among low income parents because: (1) historically they have been <u>conditioned</u> to assume a more passive role vis-a-vis the established educational system and; (2) prerequisite skills for providing educational intervention may often be lacking.

If the aforementioned observations have any validity at all, then it seems this is all the more reason to begin to develop mechanisms or models for parental participation in compensatory educational programs. From the standpoint of prevention, one is in a position to argue that the parent who is counseled and learns to effectively help one child within the family unit should be in a more favorable position to stimulate the cognitive and academic development of other children within the same unit.

THE PARENT PARTICIPATION READING CLINIC was proposed as an initial phase model in this direction. The PPRC was designed as a small scale pilot demonstration project (with built-in research evaluation) whose purpose was to provide groundwork data and experience as a prerequisite to considering a more elaborate second or third phase model which might eventually be considered for adoption as an integral program operating within a public school framework or community-based service agency.

CHAPTER II

METHODOLOGY

This project was conducted in an inner-city area of Washington, D.C., served by the Comprehensive Health Care Program of Children's Hospital. The community from which subjects for the study were obtained was in a low-income section of the city. Housing was typically sub-standard. The crime rate was particularly acute. The majority of families served by the program were on public assistance support. Formal education of parents was typically limited. All the public schools in the area received ESEA Title I Aid.

The PARENT PARTICIPATION READING CLINIC was housed in the Children & Youth Center, a mental health component of the Comprehensive Health Care Program. The PPRC occupied two adjoining rooms - a special resource materials room and an observation testing room. A one-way mirror between rooms with sound hook-up was utilized for purposes of observation and parent training.

SUBJECTS

Thirty eight subjects participated in the study, 19 experimental and 19 control. Subjects ranged in age from 7 years (2nd grade) through 12 years (5th grade). Table I depicts the number of experimental and control subjects as regards sex and grade level. All participants were black.

TABLE I
EXPERIMENTAL AND CONTROL GROUP CHARACTERISTICS[1]

GROUP	Sex			Grade					
	N	M	F	1	2	3	4	5	6
Experimental	19	13	6	0	8	4	5	2	0
Control	19	10	9	0	8	4	5	2	0

[1] Sixteen additional experimental subjects were recruited but did not continue in the study, having dropped out in 3 months or less (set apriori criteria time for study inclusion). This represented an attrition rate of almost 45%. This attrition group was not followed in statistical analysis.

EXPERIMENTAL SUBJECTS

Experimental subjects were recruited through voluntary enrollment of parents who chose to participate in the PPRC. The parents were informed of the program through a variety of means such as personal contact with PPRC staff, PTA meetings, circulars, posters, and word of mouth within the community. There was no stipulated criteria for involvement in the PPRC other than that the child attend one of three elementary schools in the community and fall within the age range specified in the experimental design. (Seven years through twelve years).

CONTROL SUBJECTS

The control subjects were obtained by selecting another child from the same class as the experimental subject with matching done on the basis of similar achievement scores on the Fall 1971 administration of the California Test of Basic Skills (California Test Bureau, 1968). The control subjects match was based on selection of a match in the same classroom who most closely matched that of the experimental subject on the vocabulary and comprehension sub-sections of the CTBS.[1] In addition to reading score equivalence, subjects were matched as closely as possible by age and sex variables. An effort was made not to inform the classroom teacher of children either enrolled in the PPRC or serving as match control. This was done to avoid a possible "Rosenthal or Pigmalean in the classroom effect" (Rosenthal and Jacobson, 1968).

STAFF

The staff of the PPRC consisted of the following: A Reading Specialist - an individual with a number of years of experience, working in the field of reading and learning disabilities. Additionally, a graduate student in the field of Special Education assisted the Reading Specialist. Actually two graduate students served on rotation basis throughout the course of the study. The Reading Specialist and graduate assistants were black females who had had previous experience working with low-income black, inner-city children and parents.

[1] The CTBS was administered in October, 1971 and again in May, 1972 (8 month interval)

PROCEDURE

Essentially five separate steps were involved from the point of entry into the PPRC to termination:

1. Recruitment
2. Evaluation
3. Educational Prescription
4. Intervention - Parent Guidance
5. Final Assessment

STEP I - RECRUITMENT

As mentioned, the initial task of the PPRC staff was to recruit clients from the community. A brochure describing the program was developed and circulated throughout the Comprehensive Health Care service area and in the three local participating elementary schools. Additionally, the PPRC staff spoke before two local PTA groups in an effort to recruit children and parents. Step I, recruitment, was therefore accomplished when a parent filled out an application and was subsequently given an appointment to come to the PPRC with his/her child for an initial visit.

STEP II - INITIAL ASSESSMENT

The first appointment to the Center was devoted to initial assessment of the child's reading strengths and I.Q. The initial assessment typically consisted of administration of the following instruments: The Wide Range Achievement Test (Reading), The Dolch Word List, The Gray Oral Reading Test, The Botell Reading Inventory (word recognition test, word opposite test, and phonics mastery test), the Peabody Picture Vocabulary Test. Additionally, the Diagnostic Evaluation of Reading Skills (Allied Educators, 1971), and two unpublished instruments - the Checklist of Reading Skills (The George Washington University), and the Reading and Habits Inventory were utilized to assist in the diagnostic assessment.

The initial assessment usually required two consecutive or weekly visits. During each assessment session, the parent (home-instructor) observed his/her child through a one-way mirror.

STEP III - EDUCATIONAL PRESCRIPTION

Following the initial assessment, the home-instructor[1] was apprised of the general findings of the test information. Having had an opportunity to observe the child through the one-way mirror, the parent was encouraged to communicate questions regarding impressions or observations of the child's performance. The parent was then provided with an initial task to perform with the child. This initial task varied in accordance with the specific needs and interests of the child. Typically, the initial task was geared to a learning (teaching) success, both for child and parent. An example of an initial task might be a review of a particular skill that the child had already shown during the initial assessment period (i.e., review of the phonetic sound of "a"). A follow-up two week appointment was then made.

The educational prescription was written and then read to the parent with the child present. The prescription specified the instructional program, objectives, duration of the program and follow-up requirement for observation and re-evaluation. The prescription served as a "contract" (Dinoff & Pickard, 1969; Homme, 1969) and was actually signed by all parties involved (parent, child and reading specialist).

STEP IV - INTERVENTION - PARENT GUIDANCE

This phase of the program consisted of establishing regular weekly contacts with the home-instructor. Typically, the home-instructor was to bring the child to the PPRC to discuss the previous week(s) progress. At these meetings, the home-instructor was encouraged to demonstrate a brief lesson with the child under observation of the reading specialist. In this way it was possible to observe the interaction between the home-instructor and child. In some instances Step IV was accomplished through home visits by the staff of PPRC. Home visits were initiated as a response to the problem of keeping appointments by some home-instructors.

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[1] Home-instructor was defined as a parent, older sibling or family member who took on responsibility of home "teacher" for child during program.

In addition to the individual guidance approach of PPRC staff to home-instructors, periodic group meetings were held for PPRC home-instructors. Typically these meetings were held in the evening and involved group discussion about children, individual problems and strategies, as well as promotion of social exchange among home-instructors.

The bulk of the time for enrollment in the program centered on Step IV. During this phase, the child was continuously assessed informally by the reading specialist. Specific recommendations for educational prescriptions were revised and entered into the child's PPRC chart for later follow-up.

STEP V - FINAL ASSESSMENT

Individual assessment of performance was made in the following two ways:

1. PPRC children were retested (after six month interval) on the Peabody Picture Vocabulary Test, the Dolch Word List, and the Wide Range Achievement Test.
2. PPRC and match control children were retested (after an eight month interval) on the California Test of Basic Skills (vocabulary and comprehension sub-tests).

ASSESSMENT INSTRUMENTS UTILIZED

A variety of formal standardized as well as informal non-standardized assessment measures of reading and cognitive performance were utilized during the course of the study. Some of the tests described in Table II were used primarily for purposes of studying the efficacy of the PPRC in terms of the proposed research design. Other assessment instruments were utilized for purposes of providing educational diagnostic-prescriptive information for individual children.

INSTRUCTIONAL MATERIALS UTILIZED

A variety of instructional materials were utilized in the PPRC. The PPRC loaned some of these materials for home use to home-instructors. Some of the materials used with greater frequency are described in Table III.

TABLE II

ASSESSMENT PROCEDURES EMPLOYED IN THE PARENT PARTICIPATION READING CLINIC

INSTRUMENT	PUBLISHER	DESCRIPTION	UTILIZATION IN PPRC
California Test of Basic Skills (Reading Comprehension & Vocabulary)	McGraw-Hill, 1970	Reading vocabulary-40 items Student chooses from among four alternatives the word that means the same or about the same as the underlined word used in context in the stem of the item. Reading comprehension-45 items which test the reading of sentences, paragraphs, stories letters and poems.	Analysis of Data. Vocabulary and comprehension section used for study of pre-post comparison differences between experimental and control groups.
Botel Reading Inventory	Follett Educational Corporation, 1970	Measures instructional level for recognition and comprehension as well as frustration level.	Reading Prescription. Word recognition, word opposite, and phonics mastery test utilized in developing initial reading prescriptions.
Wide Range Achievement Test	Guidance Associates, 1965	Measures the ability to name letters and words in progressive order of difficulty. Provides grade equivalency.	Analysis of Data. Word recognition test utilized to note individual growth of PPRC subjects over 6 month interval.
Peabody Picture Vocabulary Test	American Guidance Service, 1965	Contains a series of picture plates in which child makes selection of one of four plates in response to question of examiner. Provides I.Q. score which is correlated with other standardized I.Q. measures.	Analysis of Data. Provides an estimate of intellectual functioning in relation to concept formation and language development.
Gray Oral Reading Test	Bobbs-Merrill, 1963	This instrument measures reading comprehension through reading of oral paragraphs of increasing difficulty.	Reading prescription. Provides information regarding child's ability to comprehend reading material.
Dolch Word List		A series of words which provide a measure of the child's ability at sight word reading.	Data Analysis. Provides information of number of increased words learned as a consequence of participation in PPRC vs control group.

TABLE III

INSTRUCTIONAL MATERIALS FREQUENTLY UTILIZED IN PARENT PARTICIPATION READING CLINIC

MATERIAL	DESCRIPTION
Programmed Reading and Language Instruction (Programmed Learning Systems, Inc.)	A programmed instructional format teaching reading through stressing the learning of phonetic rules.
Grolier Reading Program (Grolier Educational Corporation)	A programmed reading primer for children who have not yet mastered first steps.
Phonetic Drill Cards (Milton Bradley Company)	Phonograms printed on 8" x 9 7/8" Cards
Junior Phonic Rummy (Kenworthy Educational Service, Inc.)	This game consists of 110 frequently occurring short vowel words and a key picture card for each of the short vowel sounds.
Bank Street Readers (Macmillin Company)	A series of readers of high motivational content.
Magazines, newspapers, etc.	Home-instructors were encouraged to clip out words and pictures from magazines and newspapers.
"Let's make Reading A 'Family Affair"	A booklet developed by the staff for parent use (see appendix).

CHAPTER III

RESULTS

This chapter presents an analysis of the results of the study. This includes the following:

A. A comparison between experimental and control groups on pre-post scores on the California Test of Basic Skills (Vocabulary and Comprehension reading sub-tests).

B. A within group comparison of pre-post test scores for the experimental group on three measures: The Peabody Picture Vocabulary Test; the Dolch Word List; and the Wide Range Achievement Test (Reading).

PRE-POST COMPARISON OF EXPERIMENTAL AND CONTROL GROUPS ON THE CALIFORNIA TEST OF BASIC SKILLS (READING, VOCABULARY AND COMPREHENSION)

VOCABULARY (CTBS)

Presented in Table IV are the results of comparisons between experimental and control groups for the reading vocabulary sub-tests of the California Test of Basic Skills. Performance on this test is presented in grade equivalent scores. The pre-test means of the experimental and control group were 2.16 and 2.14 respectively. The mean difference between experimental and control groups was only .02 grade equivalency, reflecting the close matching between the two groups on this pre-test..

An examination of the post-test results showed that the experimental group gained on an average of .89 grade equivalency while the control group gained on an average of .75 grade equivalency.

Analysis of this data utilizing the t-test for matched subjects[1] indicated that the grade equivalency mean difference between the experimental and control groups of .16 was significant beyond the .01 level.

Figure I provides a graphic presentation of the 8 month gain scores for experimental and control subjects on vocabulary by matched pairs.

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[1] Formula used in this statistical analysis was $S_{m_{D_{ck}}} = \sqrt{\frac{s^2_{D_{ck}}}{n}}$ for comparing non-independent match groups on a pre-post design (Scott and Wertheimer, 1962, p. 262-265.)

COMPREHENSION (CTBS)

The data obtained from the comparison of experimental and control subjects on reading comprehension of the California Test of Basic Skills is presented in Table V. The grade equivalent pre-test scores for the experimental and control subjects were 2.35 and 2.37 respectively. The grade equivalent mean difference on the pre-test match was .02. On post-test, the experimental group achieved a mean grade equivalent score of 3.39 yielding a grade equivalent gain score of 1.03 as compared to the control group achieved mean grade equivalent post-test score of 3.10 and a mean gain score of .75 grade equivalency. The difference between experimental and control subjects was .29, significant beyond a .01 level.

Figure II provides a graphic presentation of the 8 month grade equivalency gain scores for experimental and control matched subjects on the reading comprehension sub-test of the California Test of Basic Skills.

A WITHIN GROUP COMPARISON OF THE PRE AND POST TEST SCORES FOR THE EXPERIMENTAL GROUP ON THREE MEASURES: THE PEABODY PICTURE VOCABULARY TEST; DOLCH WORD LIST; THE WIDE RANGE ACHIEVEMENT TEST (WORD RECOGNITION SUB-TEST)

Data from the 6 month test-retest on the Dolch Word List, Wide Range Achievement Test and Peabody Picture Vocabulary Test are presented in Table VI.

The results show a mean gain score of 31.7 words learned on the Dolch Word List. The range of actual gain scores for the experimental group was a low of 5 words and a high of 81 words. The mean gain score for words learned on the WRAT was 10.0. The actual range in number of words learned on this test was a low of 1 and a high of 53. The mean gain scores on both WRAT and Dolch Tests were significant ($p < .01$; one tail). The mean pre-test I.Q. on the Peabody Picture Vocabulary Test was 91.3. Six month retest showed a mean I.Q. of 93.4. The mean gain score of 2.25 was not statistically significant. The actual range in gain in I.Q. score was from -3 to a high of 16 points.

TABLE IV

RESULTS OF COMPARISONS BETWEEN EXPERIMENTAL AND CONTROL GROUPS: READING VOCABULARY ON CALIFORNIA TEST OF BASIC SKILLS

		EXPERIMENTAL	CONTROL	$\bar{x}$ Diff
Pre-test	$\bar{x}$	2.16	2.14	.02
	s	1.11	1.96	
Post-test	$\bar{x}$	3.05	2.89	.16*
	s	.63	1.20	
Gain scores	$\bar{x}$	.89	.75	
	s	.26	.4	
	R	.5 to 1.5	.2 to 1.6	
Subjects	n	19	19	

* Significant beyond .01 level of confidence (df = 18)

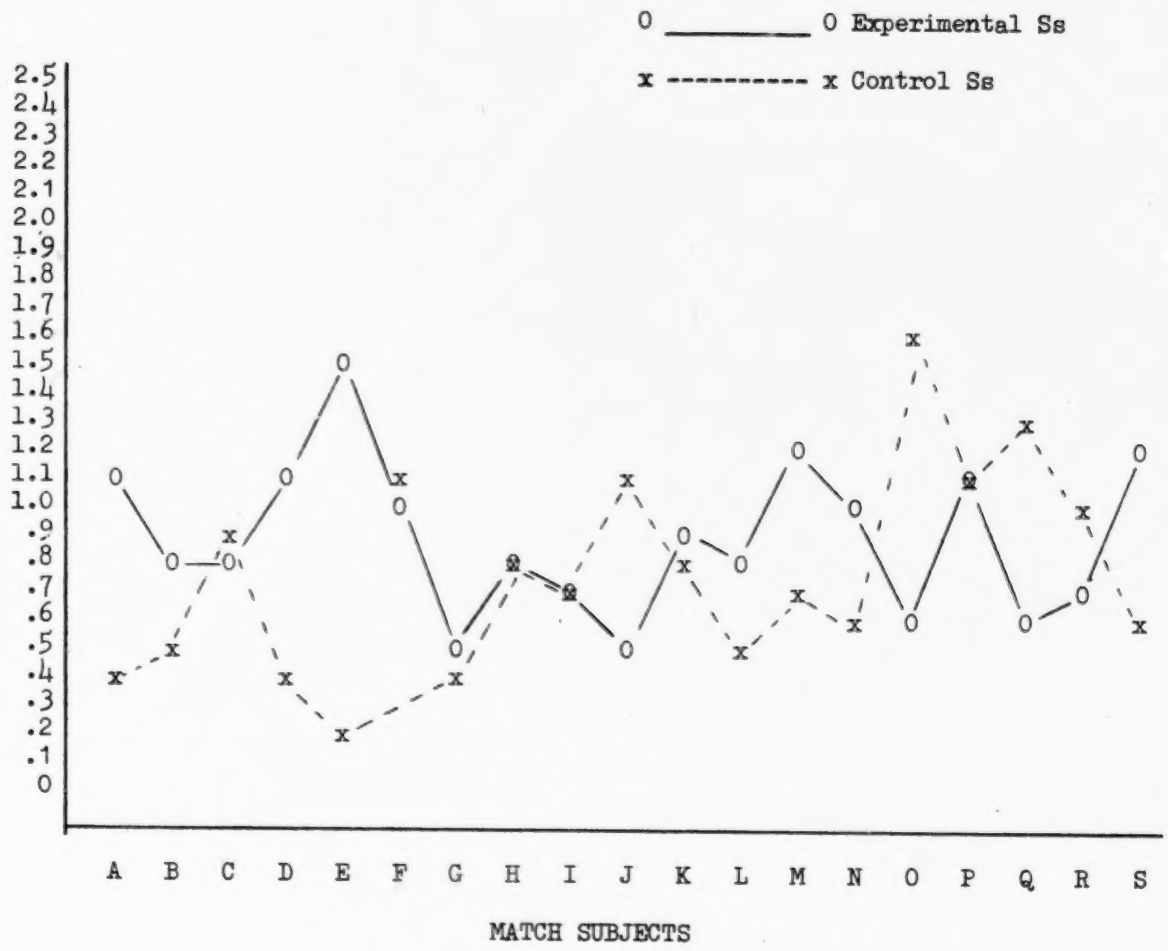

Figure I - A graphic presentation of eight month gain scores for Experimental and Control subjects on reading vocabulary of the California Test of Basic Skills

TABLE V

RESULTS OF COMPARISONS BETWEEN EXPERIMENTAL AND CONTROL GROUPS. READING COMPREHENSION ON CALIFORNIA TEST OF BASIC SKILLS (GRADE EQUIVALENT SCORES)

		EXPERIMENTAL	CONTROL	$\bar{x}$ Diff
Pre-test	$\bar{x}$	2.35	2.37	.02
	s	1.02	1.10	
Post-test	$\bar{x}$	3.39	3.10	.29 *
	s	1.04	1.03	
Gain Scores	$\bar{x}$	1.03	.75	
	s	.39	.55	
	R	.3 to 2.1	1.5 to 2.0	
Subjects	n	19	19	

* Significant beyond .01 level of confidence (df = 18)

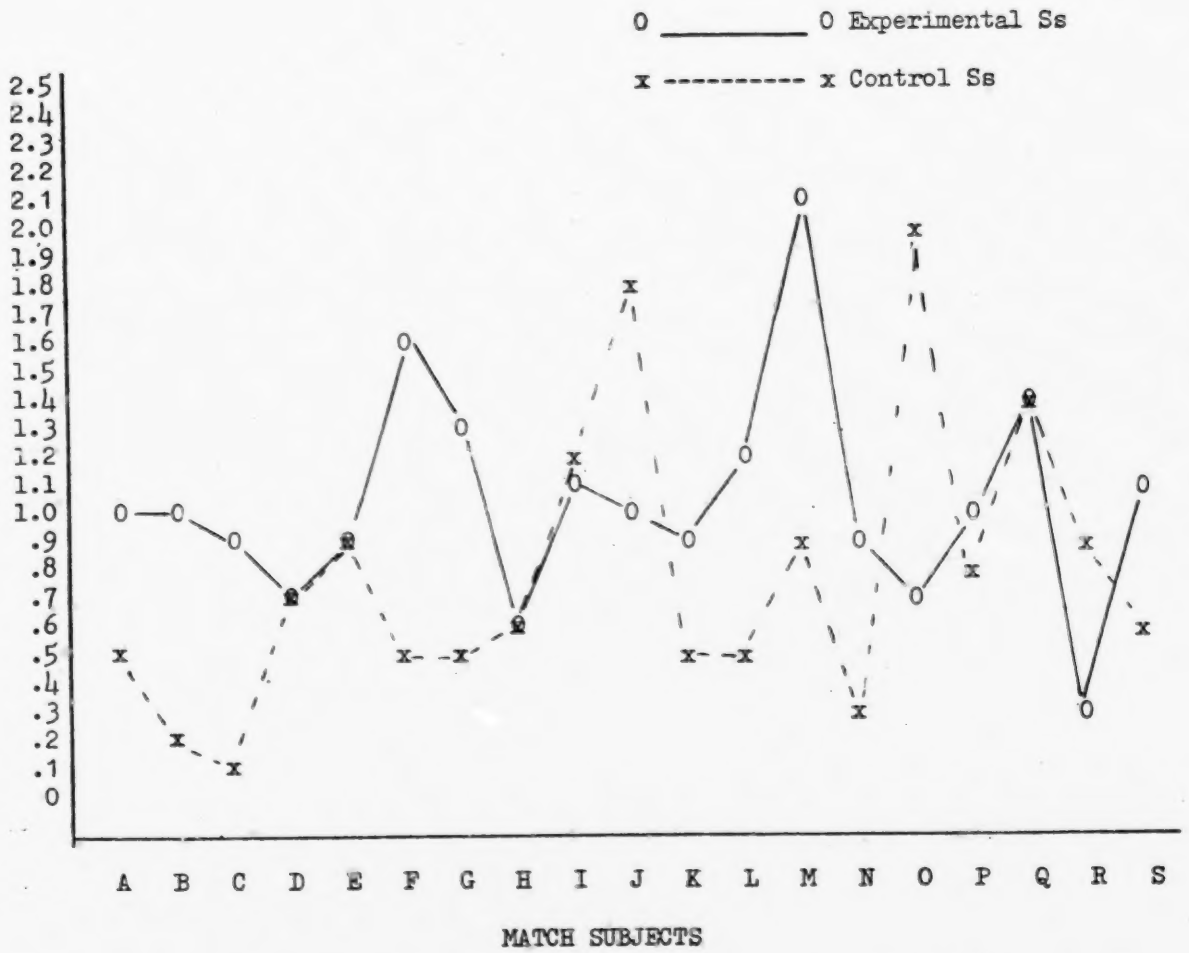

Figure II - A graphic presentation of eight month gain scores for Experimental and Control subjects on reading comprehension of the California Test of Basic Skills

TABLE VI

RESULTS OF A WITHIN-GROUP COMPARISON OF 6 MONTH PRE-POST SCORES ON DOLCH WORD LIST, WIDE RANGE ACHIEVEMENT TEST (READING) AND PEABODY PICTURE VOCABULARY TEST FOR PPRC CHILDREN

		DOLCH[1]	WRAT[2]	PEABODY PIC VOC[3]
Pre	$\bar{x}$	84.6	40.7	91.3
	s	55.2	19.5	12.7
Post	$\bar{x}$	116.3	50.4	93.4
	s	51.9	12.0	11.5
Gain scores	$\bar{x}$	31.7*	10.0*	2.3+
	s	19.7	16.9	4.6
	R	5 to 81	1 to 53	-3 to 16

1,2 Scores are in number of words learned

3 Scores are IQ's

* Significant beyond .01 level of significance (df 18)

\+ Not statistically significant

CHAPTER IV

CONCLUSIONS

The general purpose of this study was to explore the possibility of developing a home based instructional model for assisting in the teaching of reading to economically disadvantaged elementary school children.

There were two major reasons why it was felt that a compensatory educational program utilizing a parent or other family member deserved merit for study:

1. The family serves as the primary, common and natural continuing "educator" particularly during the child's formative pre-school and early primary school years and;
2. The family exists as a natural manpower resource for providing an idealized one-to-one teacher (parent or home-instructor) student (child) ratio. Related to this, typically one should expect to find within the family a member who would ordinarily have a genuine and continuing interest in advocating the educational welfare of the child.

POSITIVE FINDINGS OF STUDY

The experimental findings of this study are, with some notable exceptions, encouragingly supportive of this model. As a group, the experimental children who participated in the PPRC Program showed significant gain over the matched control group on 8 month re-evaluation on the California Test of Basic Skills vocabulary and comprehension reading sub-tests.

The results indicated no significant positive effects among experimental PPRC subjects for increasing I.Q. scores as measured on the Peabody Picture Vocabulary Test. It was not surprising that there was no significant I.Q. increase as the Program was specifically addressed to reading. However, we had informally hypothesized that an increase in I.Q. might occur as a "spin off" due to the increase in cognitive stimulation related to the home teaching involvement. This phenomenon did not occur. Significant results were found for the within group reassessment of the Wide Range Achievement Test (reading) and Dolch Word List Test. It cannot be stated

that the significant increase in words learned on both these tests was accountable to the PPRC Program alone as we did not have a comparison or control group for these measures to assess how much of the variance was attritubed to the project per se. However, extrapulation of the data from the WRAT indicated that, on the average, experimental subjects gained almost one year in grade equivalency during the 6 month program. This finding generally exceeds typical reading performances recorded for disadvantaged children.

In designing this project we were concerned not only with the aforementioned "hard" data (i.e., performance scores between experimental and control subjects) but also "soft" data, such as staff observations and anecdotal experiences. Within this general framework which we are describing as "soft data", the following observations and experiences should be highlighted.

Enthusiasm for registration into the PPRC appeared quite high among groups that our staff talked with. For example, early in the beginning of the project when we were recruiting children and parents, our staff talked before one particular PTA group which included 25 parents in the audience. Of this group, 17 parents registered that day. This finding seemed to place into question the general assumption that "low-income parents are not interested in their child's educational achievement." Among the parents who enrolled that day, a number wished to work not only with their school age children, but preschool children as well. For some of these parents we did offer some suggestions and materials for working with their preschoolers, as well as their school-age children.

A few of the parents in the PPRC Program reported that their relationship with their children had improved since involvement in the project. One parent reported that, "for the first time, we sit and talk about things in the newspaper and Carlette just loves to play those word games!" A number of parents indicated that their children would remind them when they were to do their "lessons" in the evening.

NEGATIVE FINDINGS OF STUDY - ATTRITION

A number of problems occurred during the course of the study. One of the primary problems was attrition from the original sample. Approximately 45% of the children (i.e., 16 subjects) who were registered by their parents into the program failed to maintain contact with it. Reasons for this discontinuance in the program varied. Five families moved from the area. One mother felt that there was too much tension in working with her child, so we advised discontinuance. Her child was then picked up by a volunteer tutor, but was removed from the PPRC Study. Another youngster who had been working with his older brother had to be discontinued because the older brother complained of lack of time to work with his younger brother. A number of parents seemed to find it very difficult to maintain a continuing relationship with the PPRC. We found a rather typical pattern whereby a number of mothers were not showing up for appointments. The problem of failure to show for appointments was not entirely unexpected as many programs in poorer communities have also reported this sort of phenomenon. On closer examination we found that the parents' lack of follow-through seemed multidetermined. In some cases the program material we had chosen seemed a bit dry on a motivational level. Many parents seemed to have difficulty understanding some of the reading programs and reluctant to admit their ignorance. One mother finally reported that she was embarrased that her child seemed to understand the material better than she.[1] A few of the parents never did seem to fully understand that the program was designed to train them as home-instructors rather than to teach their children directly as found in a traditional tutoring program. One mother, in particular, insisted on sending her child to the PPRC alone because she was too busy with the other children. This mother, obviously, did not comprehend the basic premise of the program. Some parents simply complained of the problem of getting a number of the children dressed to come to the clinic on a regular basis.

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[1] Only one of the parents involved in the program was illiterate. This problem was solved when an older brother took on the role of home-instructor.

HOME VISIT APPROACH

The staff decided to offer regular home visit appointments to those parents who would prefer this approach. A number of parents responded to this offer with an enthusiastic, "oh, could you?" We then implemented regular home visits for the parents who were receptive to it. This particular method seemed to provide the needed contact the staff desired for a number of the parents in the PPRC.

GROUP MEETINGS

At least once a month, an evening group meeting was held for home instructors at the PPRC. These group meetings were established for the purpose of providing parents with group support, a sharing of ideas, and some social interaction. The staff felt that these meetings could be of great importance in keeping group morale and enthusiasm high.

LIMITATIONS OF STUDY

Although the experimental results are generally supportive of the PPRC Project, it should be noted that there were possible biasing factors that may have lead to some of the positive results. This possible bias relates to the sampling technique involved in the study. For example, it may be possible that those parents who voluntarily "chose" to register in the program and still further, those parents who eventually continued in the program represented a more highly motivated and therfore perhaps a qualitatively different sample of parents (and children) than those matched subjects, or those who withdrew from the PPRC experimental group.

Secondly, although we have recorded short-term (6 to 8 month) differences between experimental and control groups, the results cannot be generalized to infer that these differences will continue. One is reminded of the Headstart data in which differences appeared to be washed out by the second or third grade.

RECOMMENDATIONS

This project was developed as a first phase research-demonstration project. Based on the finding of this study, the following recommendations are made.

1. A replication of this study with a middle-class population.
2. A development of a model specifically involving older siblings (brothers or sisters)as home-instructors.
3. A comparison study of group guidance vs individual guidance for home-instructors.
4. A 3 to 5 year project which could note the long-term effects of this model on achievement skills among elementary school children.
5. Development of a related model to begin teaching reading at home for preschool age children.

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APPENDIX

PARENT PARTICIPATION READING CLINIC

- DATA

- BROCHURE

- APPLICATION
- PERSONAL INFORMATION FORM
- REPORTING FORM
- READING HABITS AND INTERESTS
- PRESCRIPTION FORM
- CONTRACT FORM
- WEEKLY PLAN FORM

- LET'S MAKE READING A FAMILY AFFAIR (BOOKLET)

DATA

EXPERIMENTAL GROUP

	WRAT		PEABODY		DOLCH		CTBJ			
							V		C	
Subject	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
A	56	62	88	91	115	152	3.3	4.4	3.8	4.8
B	40	52	92	102	52	109	1.9	2.7	2.9	3.9
C	53	65	105	104	180	217	2.6	3.4	3.6	4.5
D	51	63	110	109	190	219	4.0	5.1	.25	3.2
E	8	35	60	76	17	42	.6	2.1	19	1.8
F	12	42	70	82	22	71	.9	1.9	1.2	2.8
G	21	46	89	87	33	114	1.4	2.2	2.1	3.4
H	57	60	97	97	141	146	4.0	4.8	3.6	4.2
I	19	43	86	88	31	47	2.2	2.9	.6	1.7
J	10	27	71	73	24	33	.7	1.2	19	1.9
K	38	47	84	82	63	105	1.8	2.7	2.2	3.1
L	14	36	89	87	43	62	1.0	1.8	1.7	2.9
M	46	58	101	105	71	122	2.2	3.4	2.0	4.1
N	52	63	96	96	112	141	2.9	3.9	3.4	4.3
O	56	61	93	90	122	129	3.6	4.2	2.9	3.6
P	34	47	111	116	44	81	1.4	2.5	2.3	3.3
Q	58	67	98	96	172	177	3.6	4.2	4.1	5.5
R	30	31	81	85	110	130	.9	1.6	1.6	1.9
S	39	53	104	104	65	113	1.7	2.9	2.3	3.4

DATA

CONTROL GROUP

CTBS

	V		C	
Subject	Pre	Post	Pre	Post
A	3.3	3.7	3.6	4.1
B	1.9	2.4	2.4	2.6
C	2.6	3.5	3.8	3.9
D	3.3	3.7	2.5	3.2
E	1.6	1.4	.6	1.5
F	1.6	2.7	2.1	2.6
G	1.2	1.6	1.4	1.9
H	4.0	4.8	4.9	5.5
I	1.5	2.2	.9	2.1
J	.8	1.9	.6	2.4
K	1.6	2.4	2.1	2.6
L	1.1	1.6	1.9	1.4
M	2.2	2.9	2.4	3.3
N	3.1	3.7	3.3	3.6
O	3.4	5.0	2.7	4.7
P	1.1	2.2	2.2	3.0
Q	3.3	4.6	3.8	5.2
R	1.2	2.2	1.7	2.6
S	1.8	2.4	2.1	2.7

Many parents ask, "What can I do to help my child improve his reading and schoolwork?"

NOW THERE IS AN ANSWER!

Let us show you or any interested family member (older brother, sister, uncle, aunt, grandmother, grandfather, or cousin, etc.) how to teach your child at home.

The Parent Participation Reading Clinic is a new experimental program which provides expert evaluation and guidance along with a special program designed just for your child and at no cost to you.

The program has limited enrollment so so don't delay!

To see if you qualify, please fill out brief questionaire.....

QUESTIONAIRE

	Yes	No
1. My child could use some help to improve his reading	( )	( )
2. He/she is between 7 and 12 years	( )	( )
3. I am or another family member is seriously willing to work with my child up to 30 minutes a day or evening for a full year	( )	( )
4. I would like more information about this new program	( )	( )

IF YOU HAVE ANSWERED "YES" TO ALL OF THE ITEMS ABOVE YOU QUALIFY TO HAVE YOUR CHILD ENROLLED IN THE PROGRAM (if there is still an opening)

Don't delay, fill out the brief application now, send it or drop it off to us so we can give you an appointment.

Call us for further information at

835-4371
or
835-4294

PARENT PARTICIPATION READING CLINIC

APPLICATION

Child's Name _____

Birthdate _____

Address _____

Telephone Number _____

School _____

Grade _____

Name of Family Member
Who Wishes to Help
Child at Home _____

Relation to Child _____

Mail or Deliver to:

PARENT PARTICIPATION READING CLINIC
2119 12th Street, N.W.
Washington, D.C. 20009

- -

We're open Saturdays, beginning October 2, 1971 come by and visit!

HOURS - 9:30 to 4:30

PARENT PARTICIPATION READING CLINIC

2119 12th Street, N.W.

Washington, D.C. 20009

APPLICATION

CHILD _____ DATE (MO.) (DAY) (YR.) _____

ADDRESS _____ BIRTHDATE _____

PHONE _____ AGE _____

SCHOOL _____ GRADE _____

Parent(s) (Guardian) _____

Home Instructor _____

Physician (Clinic) _____

Other children in home:

NAMES	AGES

INFORMATION BOOKLET

PARENT PARTICIPATION READING CLINIC

2119 12th Street, N.W.
Washington, D.C. 20009

835-4371 835-4294

HOURS Saturdays - 9:30 to 4:30

P P R C
PERSONAL INFORMATION
(check, if applicable)

Name_____

School_____

1. _____ knows full name
2. _____ knows parents' name
3. _____ knows age
4. _____ knows address
5. _____ knows telephone number

1. _____ Can write name
2. _____ Can write parents' name
3. _____ Can write address
4. _____ Can write telephone #
5. _____ Can write name of school

V. Academic Levels
(Grade Levels)

1. Reading level

   _____Sight vocabulary

   _____Word attack skills

   _____Comprehension

2. _____Spelling level
3. _____Writing (formation of letters & numbers
4. _____Written expression
5. _____Oral expression
6. Arithmetic level

   _____ computation _____reasoning

7. Strengths: _____ _____
8. Weaknesses: _____ _____

What kind of home adjustments does the child need?_____

_____

_____

Comments:_____

_____

_____

_____
(Signature)

P.P.R.C. REPORTING FORM (PARENTS)

Week of:_____ DATE_____

Student:_____ Grade_____ Age_____

Effort

1) tries hard to get work independently_____
2) works consistently everyday_____
3) reports on time to study area_____
4) attends everyday (no excuses)_____
5) always brings supplies_____
6) completes assigned task_____
7) is interested in work_____
8) is courteous during study period_____
9) understands work assigned_____
10) asks questions about work_____

Progress

1) has completed _____ units of work
2) has ability to work on _____
3) has completed the following:

Activity:

Materials used:

COMMENTS:_____

_____

_____

_____

_____

Signed:_____
(Parent)

READING HABITS AND INTERESTS

P P R C

Name _____ Date _____
(Last) (first)

1. If you like to read, what kind of reading do you enjoy most? _____

_____

_____

2. If you don't like to read, why do you think you dislike reading? _____

_____

3 Do you have trouble when you read (be definite) _____

_____

4. What school work do you enjoy most? _____ Least? _____.

5. What are you hobbies? _____

Outside interests? _____

6. Do you listen regularly to any radio programs? _____

What are your favorite programs? _____

7. Do you listen regularly to any television programs? _____

What are your favorite television programs? _____

_____

8. How often do you go to the movies? _____

9. About how many books are in your home? _____

How many are your own? _____

10. What magazines are taken in your home? _____

_____

Underline the ones that you usually read.

11. What kinds of books do you wish you could get to read? _____

_____

12. Have you ever had any difficulty with your eyes? _____

Have you ever worn glasses? _____ When? _____

13. Where do you do your reading at home? _____

_____

14. What things do you wish you could do at this time?_____

_____

_____

15. Which of the following do you think you need the most help?

Comments

a) learning new words
b) silent reading
c) oral reading
d) answering questions
e) remembering stories
f) other

16. Have you ever had any help with your reading?_____ If so, where?_____

17. What are some of the things you like to do?_____

_____

18. What are some of your favorite treats at home?_____

_____

PARENT PARTICIPATION READING CLINIC

835-4373 835-4489

PRESCRIPTION FORM

NAME_____

DATE	PRESCRIPTION

PARENT PARTICIPATION READING CLINIC

CONTRACT

I _____ promise to work _____ minutes every day with _____ in order to improve my reading.

_____(Child)

_____(Date)

I _____ promise to pay _____ with a special treat each week that he/she works every day _____ minutes a day. I also promise to bring _____ to all regularly scheduled appointments and come in or call when I need advise or help.

_____(Home Instructor)

_____(Date)

I _____ promise to help _____ to the best of my ability and knowledge so that she/he may help _____improve his reading this year.

_____(Reading Specialist)

_____(Date)

This contract is good for one full year from time of date.

PARENT PARTICIPATION READING CLINIC

CLINIC RECORD

WEEKLY PLAN

Child _____ School _____

Parent _____ Grade _____

Week of _____ 1971

Skill Activity

Comments: _____

Completed _____ Not completed _____

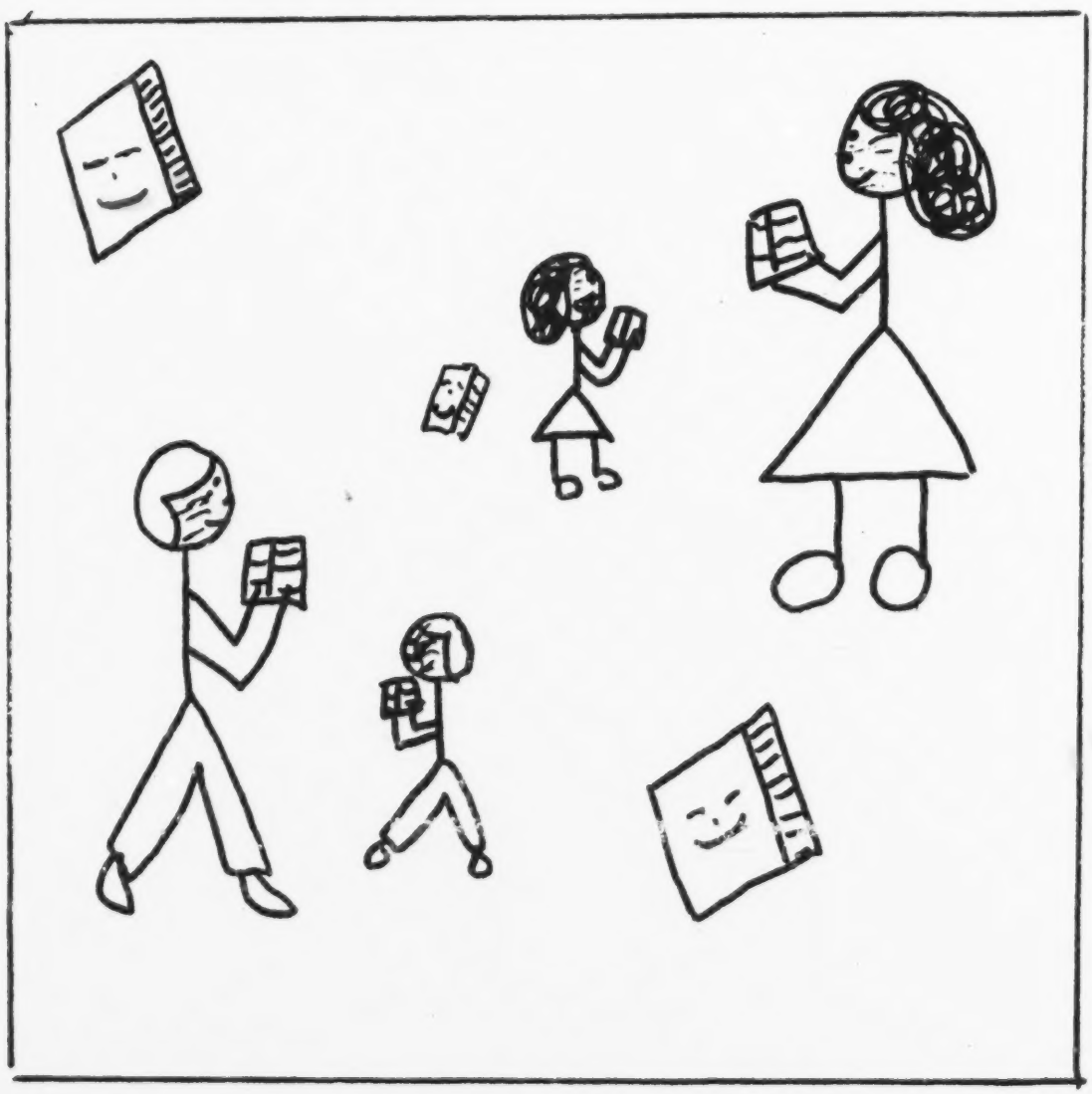
Week of _____ 1971

Skill Activity

Comment: _____

Completed _____ Not completed _____

Let's Make Reading "Family Affair" A



Dear Parent:

This booklet has been especially designed for you. It contains a list of materials that you can obtain to enrich your child's educational experiences in the area of Language Arts.

The first part of the booklet contains games, puzzles, and other materials that do not cost over $5.00, their descriptions, and where to purchase them. The second part of the booklet contains directions for making your own materials. Making these materials can be fun for both you and your child.

These materials can be excellent birthday gifts, Christmas gifts, as well as aids in developing your child's educational experiences.

You may refer to the Parent Participation Reading Clinic for help in selecting materials for your child. Please feel free to call us for any questions (835-4371 or 835-4489)

Sincerely,

Arlene Renée King

Arlene Renee King
Assistant Reading Specialist

/jh

The following materials are made by "Creative Playthings." They may be purchased in the toy department of any Woodward and Lothrop store or Store Limited.

Order Number	Materials and Descriptions	Price
UE 701	Find It - This is an observation game in which small cards showing familiar household objects are matched to scenes which include those same items in a slightly different size, angle or grouping. This helps children identify objects in different sizes.	$ 4.00
UE 704	Four First Games - These are easy to play games based on matching colors. The time for each game is short. These games help children learn colors and their differences. In addition, it helps them learn to follow directions.	4.00
UE 703	Local Train - The object of this game is to assemble a complete train from the segments pictured on 36 cards. This game may be played by one to four children. This game teaches children left to right order which is used in reading words and sentences.	2.50
UR 322	Connect - This is a floor game for two to ten players, which makes it particularly good for parties. The object of the game is to connect various single, double, and triple trace sections to form a continuous track. A special feature is that the game continues to be playable even if a few of the cards are lost. It has a strong compartmented storage box. It helps children control their eye and hand movements.	5.00
UE 611	Picture Dominoes - This is a matching game of animals and flowers on 28 blocks. This game helps children recognize likenesses and differences.	4.00
	Learning Lottos - These are learning games which help children make visual distinctions in coolor and shape or size. This will help them in identifying letters and groups of letters that make words.	
RE 666	Color Lottos	3.00
RE 667	Shape Lottos	3.00
RE 668	Size Lottos	3.00

Reading Lottos - These are matching picture games. The child first names each object, later the child will be able to associate the picture with its printed name. This helps the child to learn to identify words that he sees and hears, and associate them with pictures.

RE 606	Zoo Lottos	3.00
RE 607	House Lottos	3.00
RE 609	City Lottos	3.00
RA 180	Hippety Hopscotch - This is a hopscotch sheet that rolls up and folds for flat storage. It has four plastic discs. This is a good game for children to play inside on a rainy day. It helps them to control their eye and hand movements.	1.95
RR 624	Colora - This is a game of color matching. The playing cards are tree shaped and easy to hold. Playing the game requires matching pairs. The winner is the one who pairs all of his color cards. It helps children distinguish colors and learn to form one to one relationships.	2.00
RR 446	Turn A Word - These are five-sided blocks which turn individually on a strong elastic to form three letter words. This helps the child in recognizing and spelling words.	3.00

The following materials may be ordered from:

Donnelly's Teaching Aids, Inc.
Hayes School Publishing Company, Inc.
7000 Marlboro Pike, S.E.
Washington, D.C. 20028
735-0713 or 735-0714

The following materials are made by Milton Bradley Company but may be purchased fron Donnelly's Teaching Aids, Inc.

9508	Picture Flash Words for Beginners This is a matching game that helps the primary grade child add over 100 words to his vocabulary The child learns to associate pictures with words found in the first reading books.	1.25

9510 - Group I	Educational Flash Words	1.25
9511 - Group II	This is a game that helps the primary grade child learn words that cannot be mastered thru the picture approach.	1.25
7522	Space Relationship Cards - These cards each have two space relationship pictures and words. By drawing crayon lines, the child paves up pictures with words. This helps the child recognize words and associate them with pictures.	
	Learn to Write Letter Cards - These are reusable cards which helps a child learn to form letters and numberals by free-tracing with crayons. These are plastic laminated wipe-off cards	
7526	Manuscript	3.00
7527	Cursive	3.00
9502	Alphabet Picture Flash Cards - These are large white cards with full color illustrations of familiar objects. Also included are directions for games and exercises that will teach the child to recognize letters and objects.	2.25
	Alphabet Picture Flash Cards - These cards can be used to help the child form letters by fitting the cards together. This helps the child learn observation habits as well as formation of letters	
7511	Manuscript	
7512	Cursive	
	Playskool Puzzle Plaques - These are wood puzzle plaques. All pieces of each subject are specifically cut to represent some identifiable part of the subject. Every puzzle is 9½ x 11½. The colors are non-toxic. These puzzles help the child develop control of his eye and hand movement.	
	<u>Baby Animal Puzzles</u>	
165-1	Puppy Love - nine pieces	2.10
165-2	Peter Rabbit - six pieces	2.10
165-3	Elly Elephant - six pieces	2.10
165-4	Monkey Shines - seven pieces	2.10
165-5	Reddy Fox - seven pieces	2.10
165-6	Kitty Kitten - nine pieces	2.10
165-7	Nutty Squirrel - eight pieces	2.10
165-8	Baby Squirrel - eight pieces	2.10
165-9	Lady Bluebird - eight pieces	2,10
165-10	Hungry Kid - eight pieces	2.10
165-11	Moocher the Mouse - eight pieces	2.10
165-12	Romping Rover - five pieces	2.10

Animal Mothers and Babies

175-1	Pigs - twelve pieces	2.10
175-2	Ducks - twelve pieces	2.10
175-3	Rabbits - thirteen pieces	2.10
175-4	Cats - thirteen pieces	2.10
175-5	Owls - thirteen pieces	2.10
175-6	Donkeys - thirteen pieces	2.10
175-7	Lambs - thirteen pieces	2.10
175-8	Cows - thirteen pieces	2.10
175-9	Chickens - fifteen pieces	2.10
175-10	Birds - sixteen pieces	2.10
175-11	Goats - sixteen pieces	2.10
175-12	Horses - eighteen pieces	2.10

Nursery Plaques

185-1	Little Boy Blue - eleven pieces	2.10
185-10	Three Bears - twenty pieces	2.10
185-15	Old Woman in the Shoe - sixteen pieces	2.10
185-16	Jack and Jill - twenty pieces	2.10
185-18	Jack and the Beanstalk - 22 pieces	2.10
185-20	Little Jack Horner - 16 pieces	2.10
185-21	Gingerbread Man - 14 pieces	2.10
185-22	Humpty Dumpty - 12 pieces	2.10
185-23	Little Red Riding Hood - 13 pieces	2.10
185-24	Mary had a little Lamb - 15 pieces	2.10
185-25	Little Bo-Peep - 15 pieces	2.10
185-26	Cat and the Fiddle 13 pieces	2.10

Community Workers

195-1	Farmer - 14 pieces	2.10
195-2	School Teacher - 16 pieces	2.10
195-3	Fireman - 17 pieces	2.10
195-4	Baker - 16 pieces	2.10
195-5	Doctor - 14 pieces	2.10
195-6	Policeman - 16 pieces	2.10
195-7	Milkman-18 pieces	2.10
195-8	Nurse - 17 pieces	2.10
195-9	Grocer - 17 pieces	2.10
195-10	Postman - 19 pieces	2.10
195-11	Patrolwoman - 19 pieces	2.10
195-12	Waitress - 19 pieces	2.10

775 Time Teacher - This is a clock puzzle with moveable plastic hands. The pieces only fit in the correct numerical order. This puzzle not only helps the child learn to tell time, but also helps him to communicate with others.

7503	Educational "Password" Game - This is a game of words and pictures. It can be played by two or more children. This game can increase the child's vocabulary and also provide important social development by playing with other children.	2.25
7531	Sort a Card - This is a fascinating matching game as well as a memory game. It can be played by 2 to 8 players. This provides the child with practice in associating words and their picture symbols.	2.00
7006	Pairs - This is a word game designed to develop a child's memory and ability to concentrate. It contains three sets of cards; matching picture to picture; word to picture; and word to rhyming word.	1.15
9357	Phonetic Quizmo- This game is played like Bingo It consists of 38 phonetic cards, word list and direction card and marker. It helps the child learn sounds of individual letters and groups of letters.	2.25

The following materials are made by "Ideal", but may be purchased from Donnelly's Teaching Aids, Inc.

6070	Color Drill Cards - This set contains 11 cards on which are printed the names of the colors in black on one side and on the reverse side the color word is printed in its own color. This helps the child recognize colors and their word symbols.	1.25
6071	Number Vocabulary Cards - These cards contain the numerical symbol, equal amount of objects, and the word symbol for numbers 1 thru 25. This helps the child increase his sight vocabulary of numerals.	1.50
2712	Magic Cards (Classification & Sequence) These cards give the child the opportunity to follow instructions from the printed page. These cards fit into a plastic envelope. The child records answers on the plastic surface with Plastic Mark, and wipes off following completion. It helps develop the child's classification and sequence concepts. In addition, it helps him recognize opposites.	1.75

2721	Magic Cards (Initial and Final Consonants) These cards help the child recognize small and large printed letters. It also stimulates learning of initial and final consonants. It also contains a plastic envelope and can be wiped off. The Plastic Mark can be also used for marking.	2.35
3492	Plastic Mark (Red) These are six plastic markers that are used with magic cards.	.15
3491	Plastic Mark (Black) These are also six plastic markers that mark well and wipe off easily.	.15
2732	Magic Cards (Blends and Digraphs) These cards give the child practice in identifying blends and diagraphs. The answers are recorded on the plastic envelope that is recorded.	1.25
2742	Magic Cards (Vowels) These cards stimulate the learning of vowels. These cards also fit into a plastic envelope for recording answers.	1.75

Crossword Puzzles - These are reusable crossword puzzles prepared to assist the student as basic instruction or enrichment. Each word of each puzzle is listed on the face of the puzzle and requires the child the find the correct letter for the blank space. Each puzzle has a wipeable surface. The use of Plastic Mark Pencils No. 3492 or 3492 to make the puzzles last. Students of all abilities enjoy working with these puzzles.

2560	Crossword Puzzles - eight puzzles about Holidays	2.25
2561	Crossword Puzzles - eight puzzles about Fairy Tales	2.25
2562	Crossword Puzzles - eight puzzles about Seasons	2.25
2563	Crossword Puzzles - eight puzzles about Foods	2.25
2564	Crossword Puzzles -eight puzzles about Airplanes	2.25
2565	Crossword Puzzles - eight puzzles aboutAnimals	2.25
2566	Crossword Puzzles - eight puzzles about Plants	2.25
2567	Crossword Puzzles - eight puzzles about Transportation and communications	2.25
2568	Crossword Puzzles - eight puzzles about Famous People	2. 25
2569	Crossword Puzzles - eight puzzles about Occupations	2.25
2570	Crossword Puzzles 0 eight puzzles about Farm and City	2.25
2571	Crossword Puzzles - eight puzzles about Community hlepers	2.25
2572	Crossword Puzzles - eight puzzles about Space	2.25

The following materials are made by "The Instructo Corporation" but may also be purchased from Donnelly's Teaching Aids, Inc.

	Face Puppets - These puppets are designed to develop the child's oral language. The child can express his feelings by acting out lifelike or imaginary situations.	4.95

1189	Animal Face Puppets - These are six fun face animal puppets. The animals are as follows: monkey, wolf, elephant, tiger, mouse, & bear.	4.95
1185	Family Face Puppets - These puppets consist of the following members of a black family; mother, father, brother, sister, granfather, grandmother.	4.95
1011	Fun with Rhymes - This kit includes three games which provide the child with an opportunity to hear, recognize, and review rhyming words.	4.95
1012	Discovering Opposites - This game provides the child opportunities to discover meanings of opposites and reinforces his learning as he pairs illustrations of opposites on the correct card.	4.95
1013	Carnival of Beginning Sounds - This game helps the child recognize the beginning sounds of words.	4.95
1015	Let's Learn Sequence - This is a game of children's favorite stories, nursery rhymes, and everyday experiences. They will learn what happens first, next, and last.	4.50
1010	Creating Stories - This is a set of 50 standup illustrations of interesting original story characters, background scenery, animals plus an equal amount of plastic stands.	4.95
1030	Visiting the Farm - This set contains 30 standup illustrations of a farm family, animals, buildings, equipment, and scenery, plus plastic stands for constructing many three dimensional farm scenes.	4.95

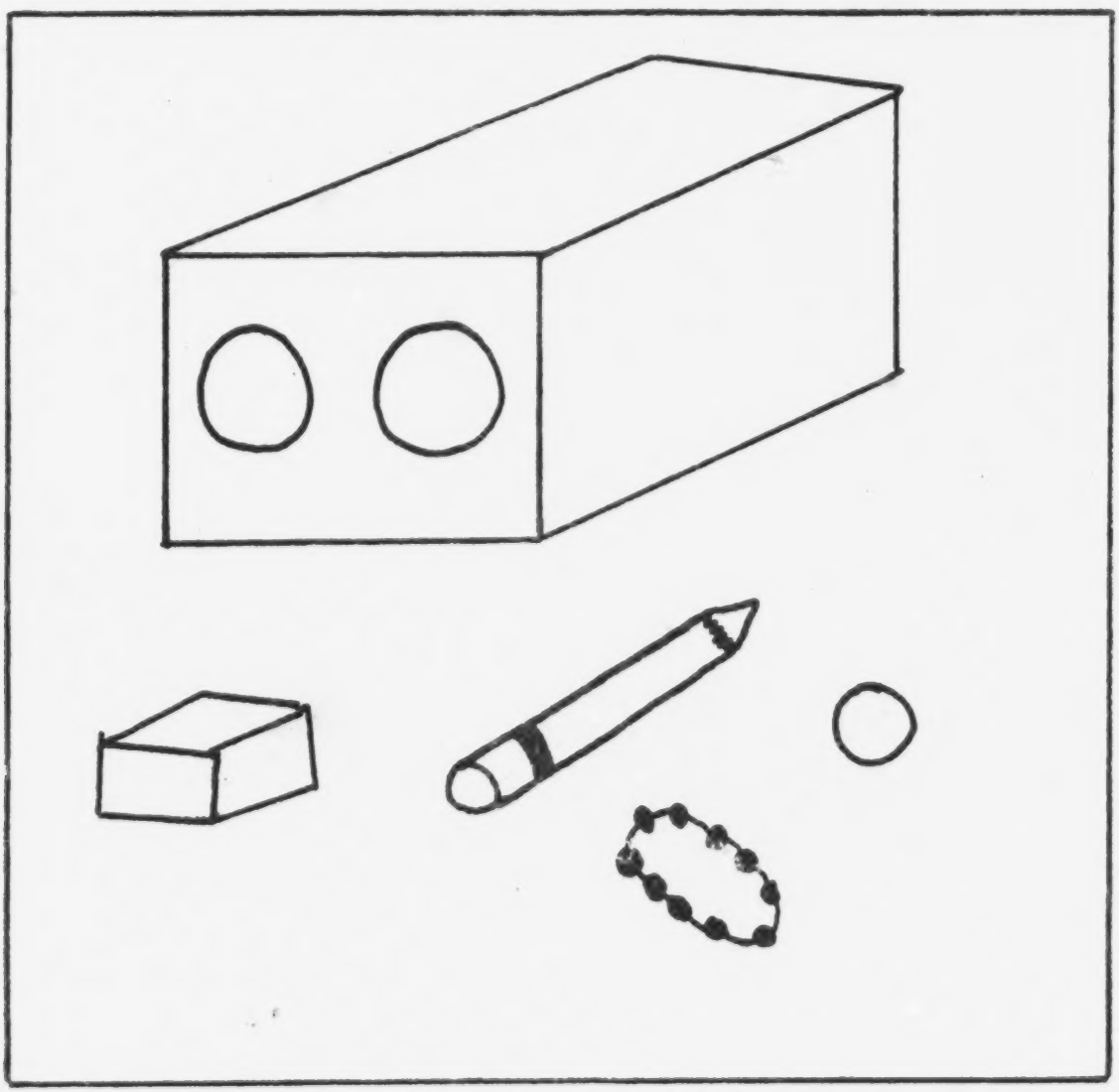
The next section of this booklet gives directions for making materials. This can be done by both you and your child.

This box helps the child discriminate object by touching them. 1. Uses medium size cardboard box. 2. Cut 2 holes in the side. 3. Put familiar objects in the box. 4. The child puts one or both hands in the box, feels the objects, and identifies what it is.

Surprise Box

This box helps the child discriminate objects by touching them.

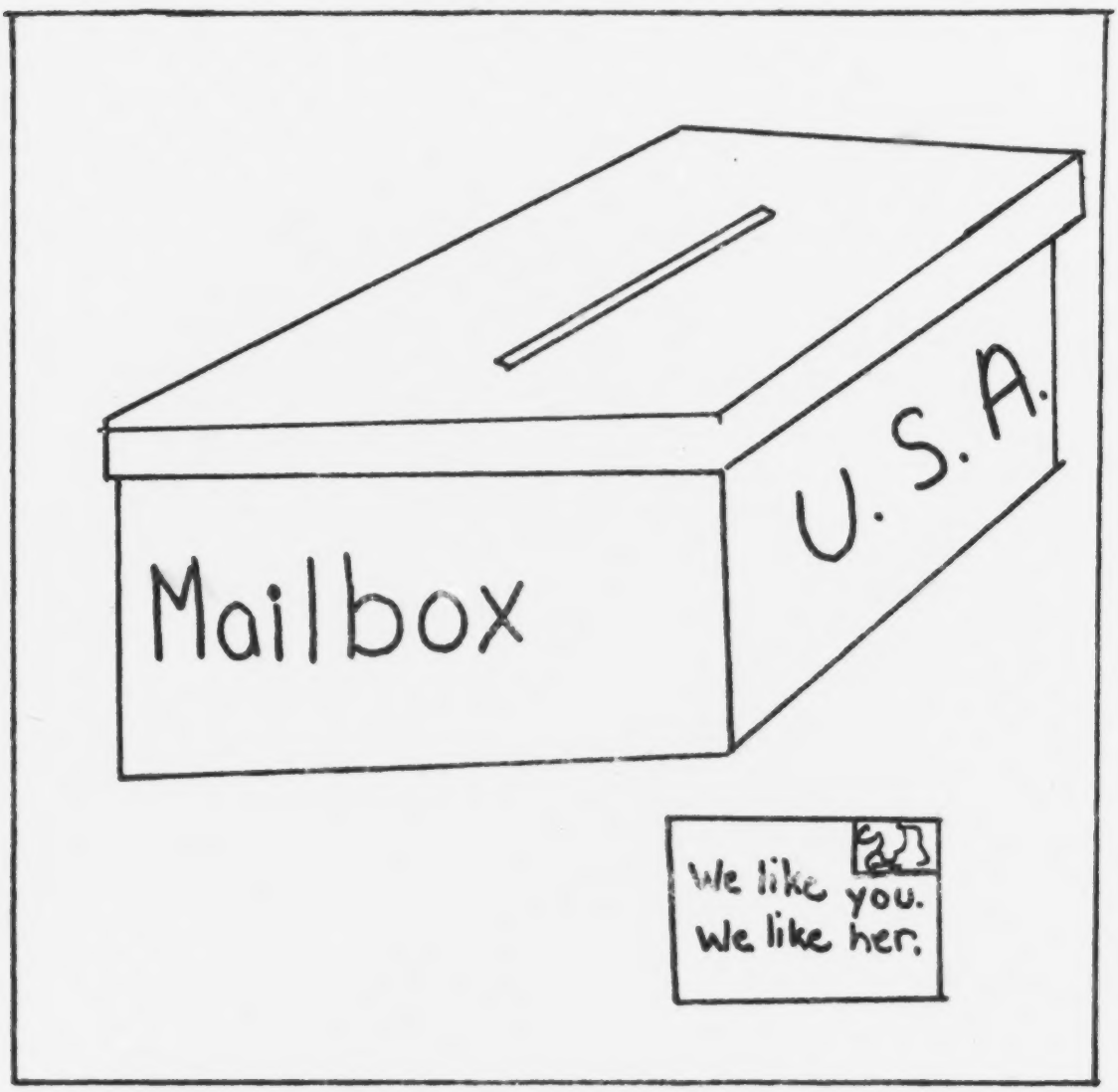
1. Use a medium size cardboard box
2. Cut two holes in the side.
3. Put familiar objects in the box
4. The child puts one or both hands in the box, feels the object and identifies what it is.



Mailbox

This gives the child practice in recognizing his vocabulary words.

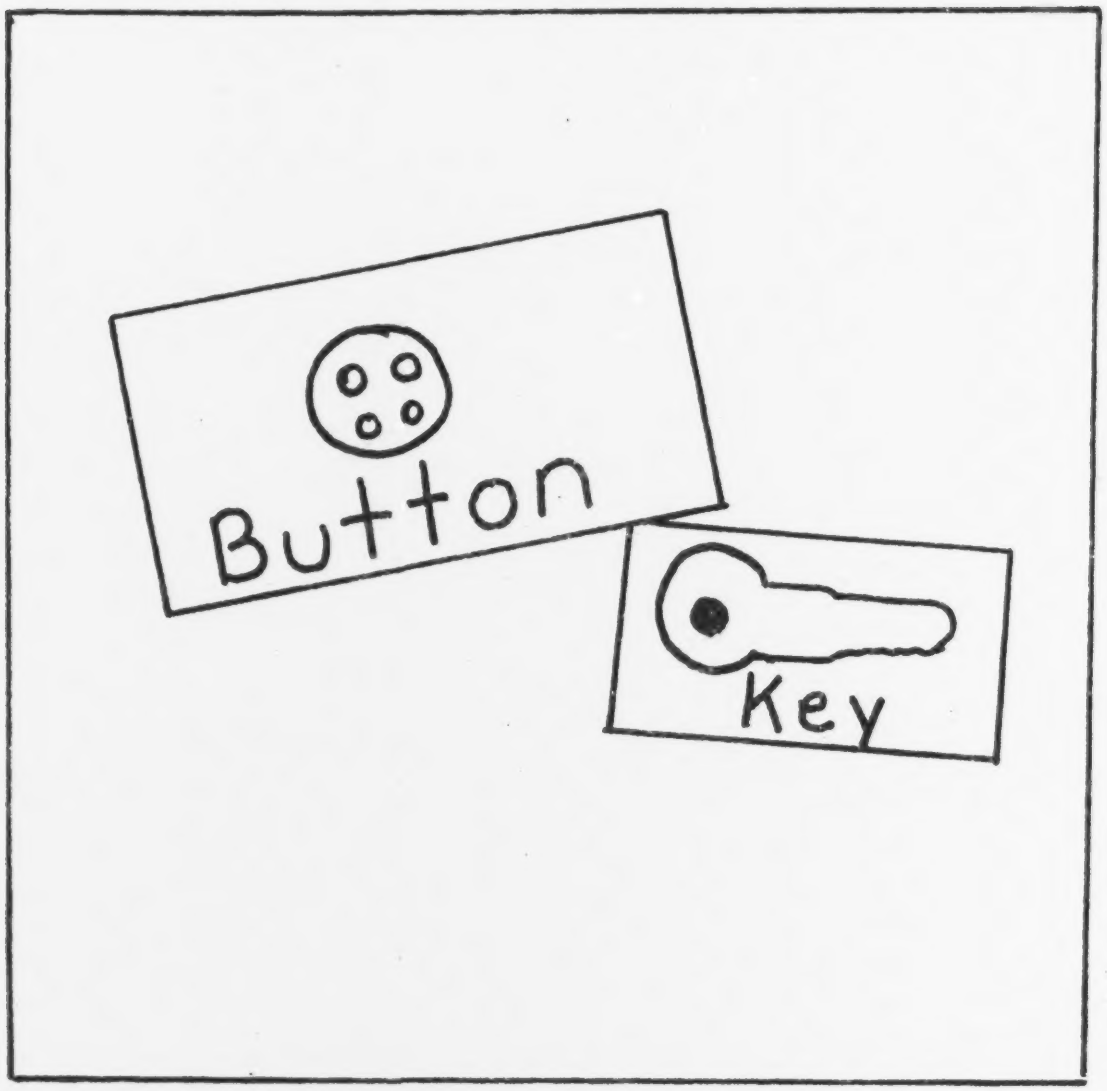
1. Use a regular shoe box, and 3x5 cards.
2. Paint or color the box blue.
3. Place a slit in the middle of the cover large enough for the cards to fit in, one at a time.
4. Write short stories from your child's vocabulary list on the cards.
5. The child must read the story before he can place it in the mailbox.



Touch and Tell

This game helps the child identify words through touch.

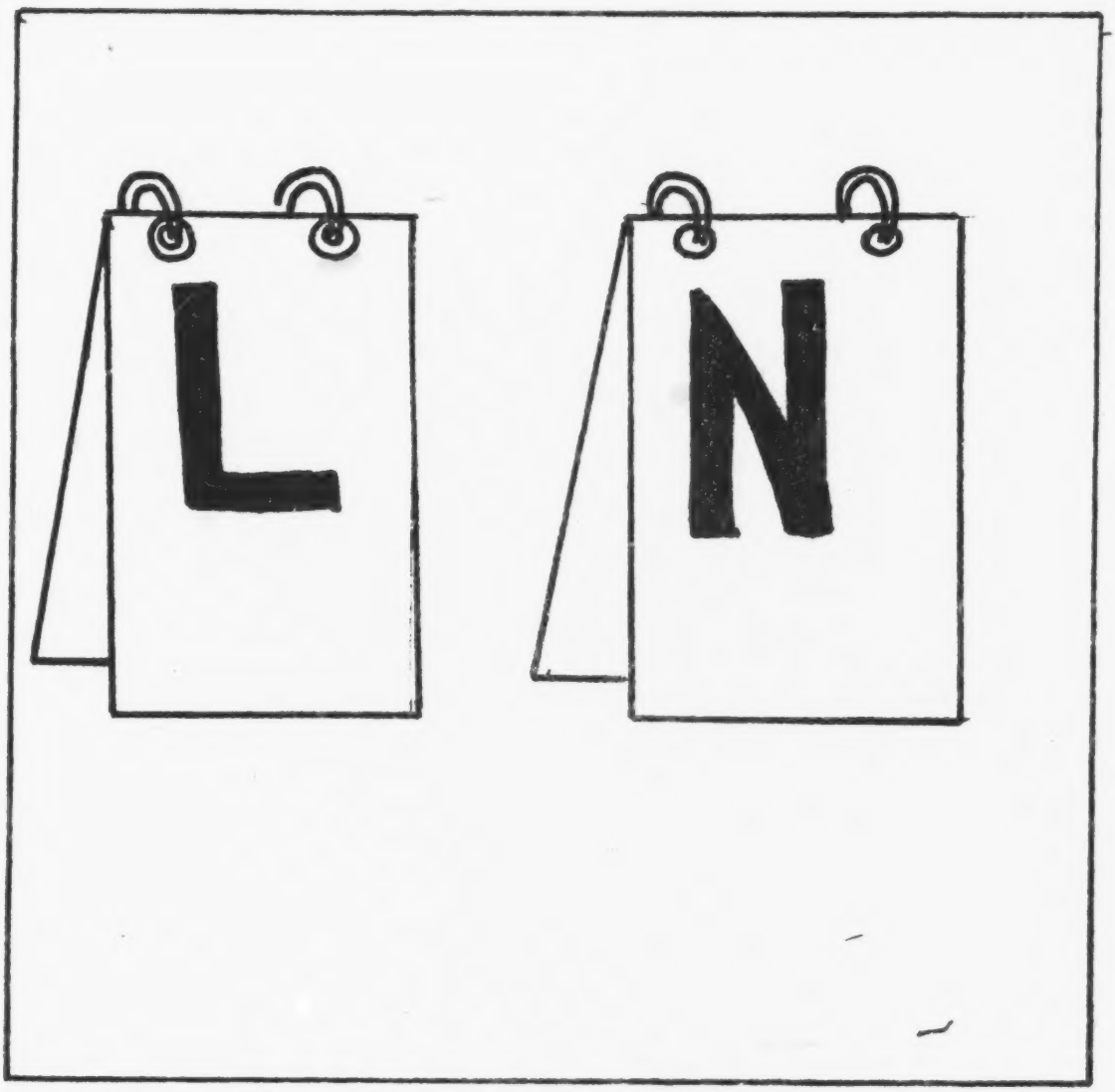
1. Fasten simple objects to large index cards (5x8 in). The objects may be stapled, glued, or wired to the cards.
2. The child feels and describes the objects.
3. Print the name of the object on the card in large letters.
4. The child traces over the word with a marking pen.
5. The child feels and describes the objects.



Flip Cards

These cards help the child recognize letters by feeling their shapes.

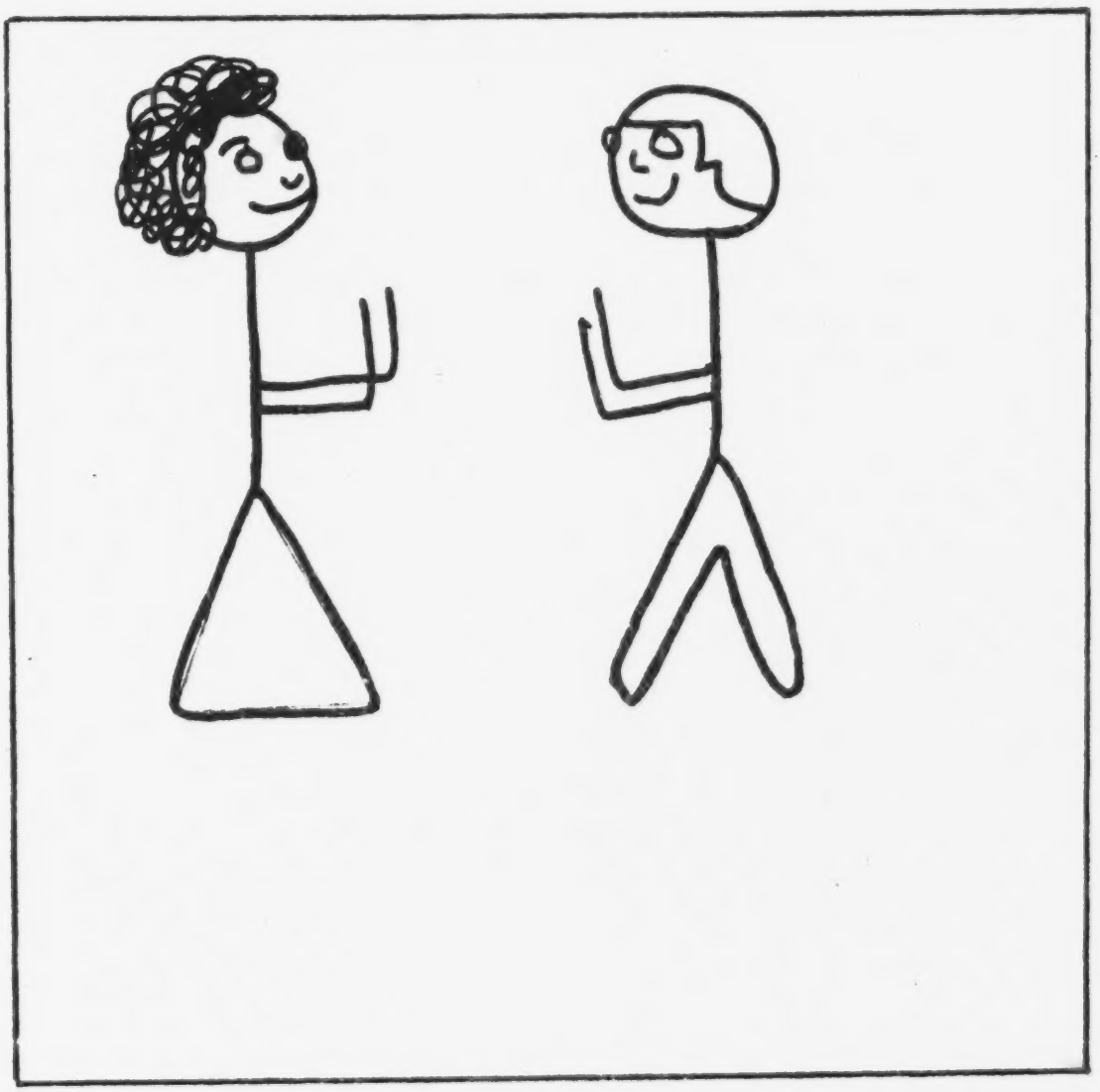
1. Cut letters from sandpaper and mount on large index cards (5x8 in)
2. Pipe cleaners, or felt or corrugated paper can also be used to form letters
3. The child traces the figures with his fingers.
4. Punch holes in cards and attach for easy storage.



Partner Say and Do

This helps the child distinguish his right from his left.

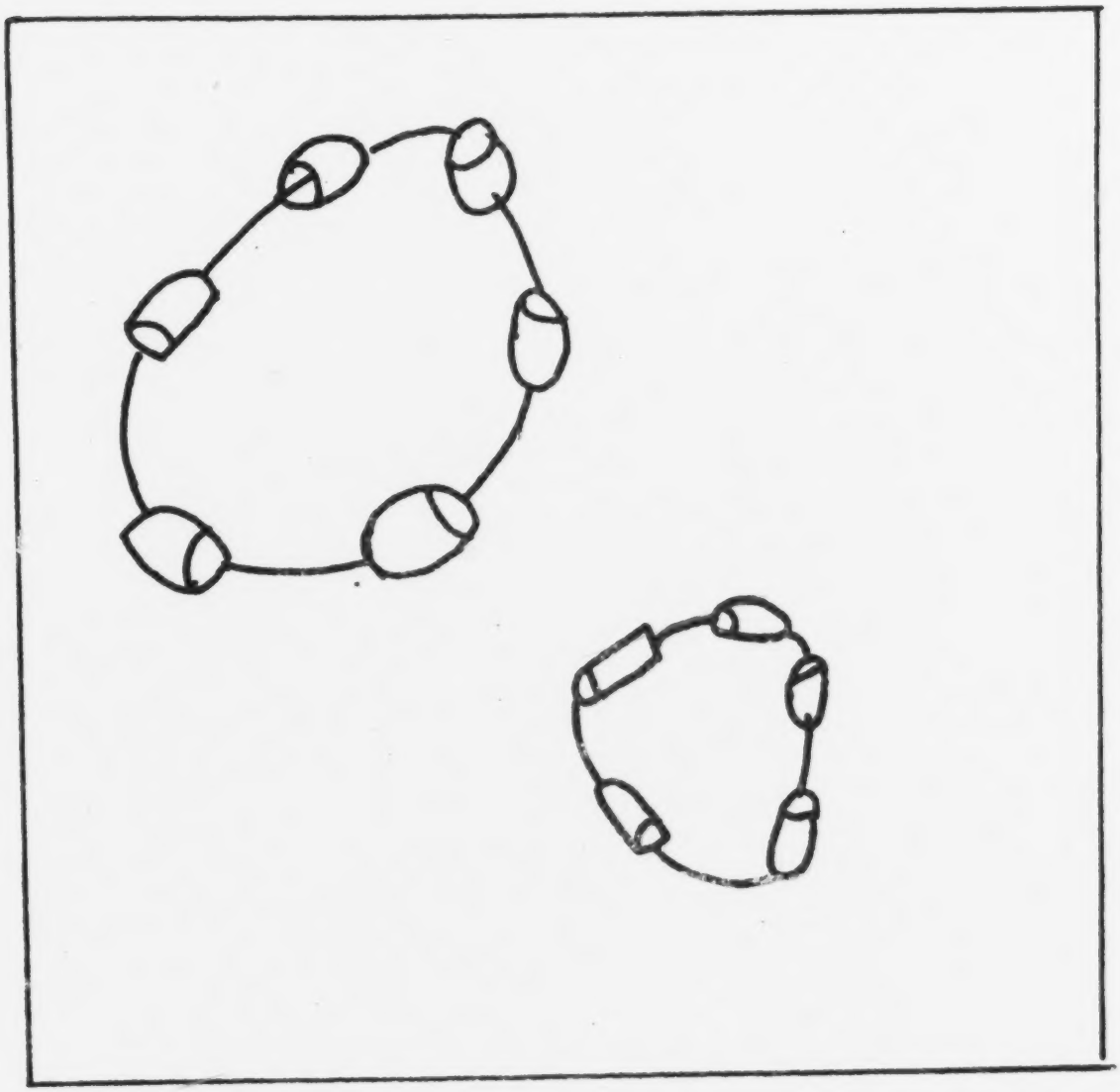
1. Child and mother face one another
2. One calls out direxctions; for example, "Clap right hands, "Clap left hands, "Clap both hands."
3. Tapping feet, touching fingers, balancing on different feet may also be done
4. Each partner has a chance at giving directions.



Stringing Straw

This activity helps the child control his eye and hand movement.

1. Cut plastic or paper straws into various lengths.
2. The child uses yarn or cord to string the pieces of straw. (Dip the end of yarn in glue to harden the tip.)
3. Large macaroni can be used in the same manner. The macaroni can be painted first and the child can string it in color patterns.

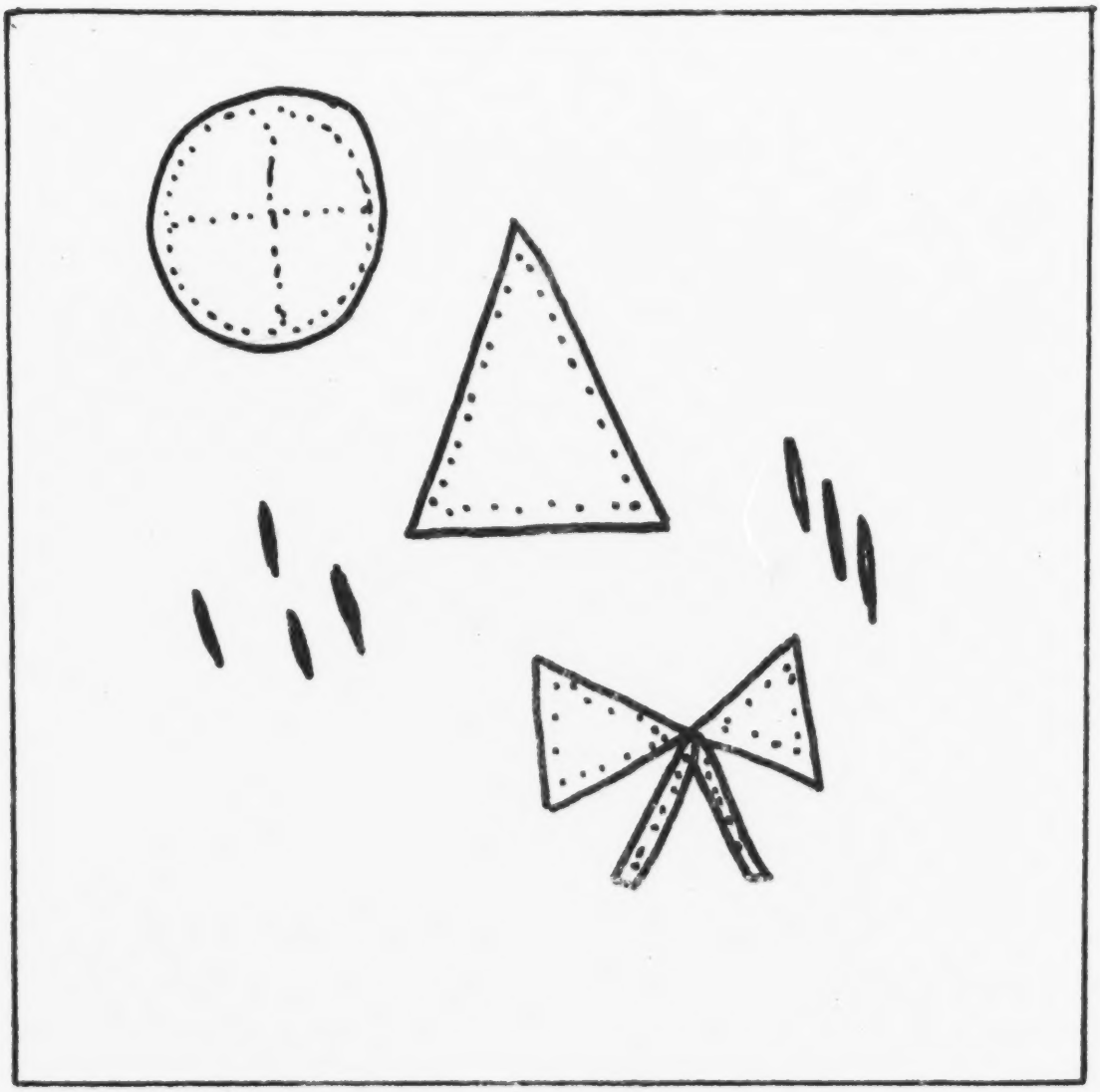


Toothpick Forms

This activity also helps the child gain better control of his eye and hand movements.

1. Use different colored marking pens to design a dot pattern on styrofoam forms.

2. The child reproduces the pattern by placing colored toothpicks in the corresponding dots.



Which way?

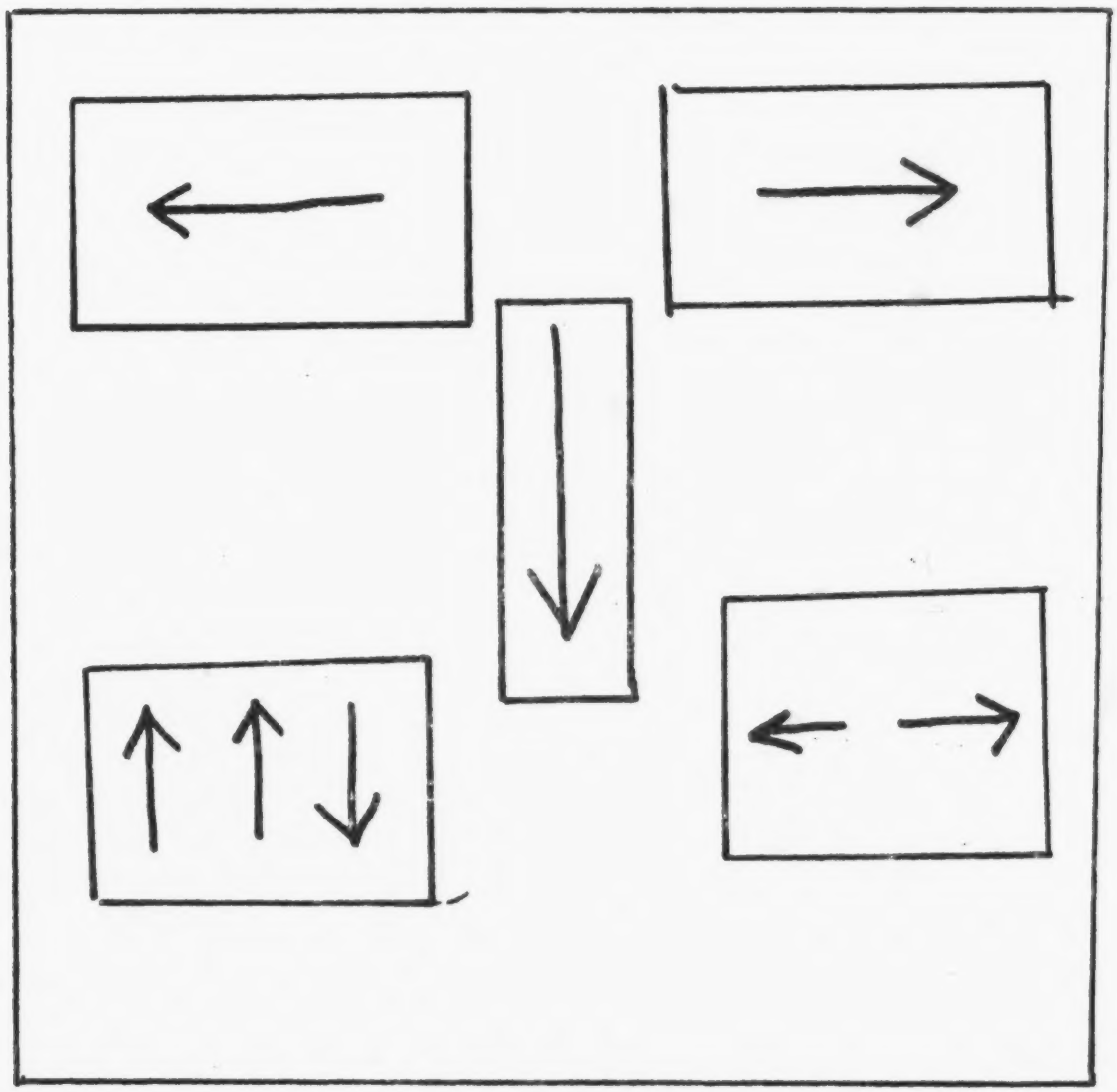
This is an activity designed to teach the child directions.

1. Prepare a series of cards with one arrow or several arrows pointing in various directions.

2. As one person shows the cards, the child tells the direction in which the arrow is pointing.

3. The child shows the direction either by facing the same way or pointing.

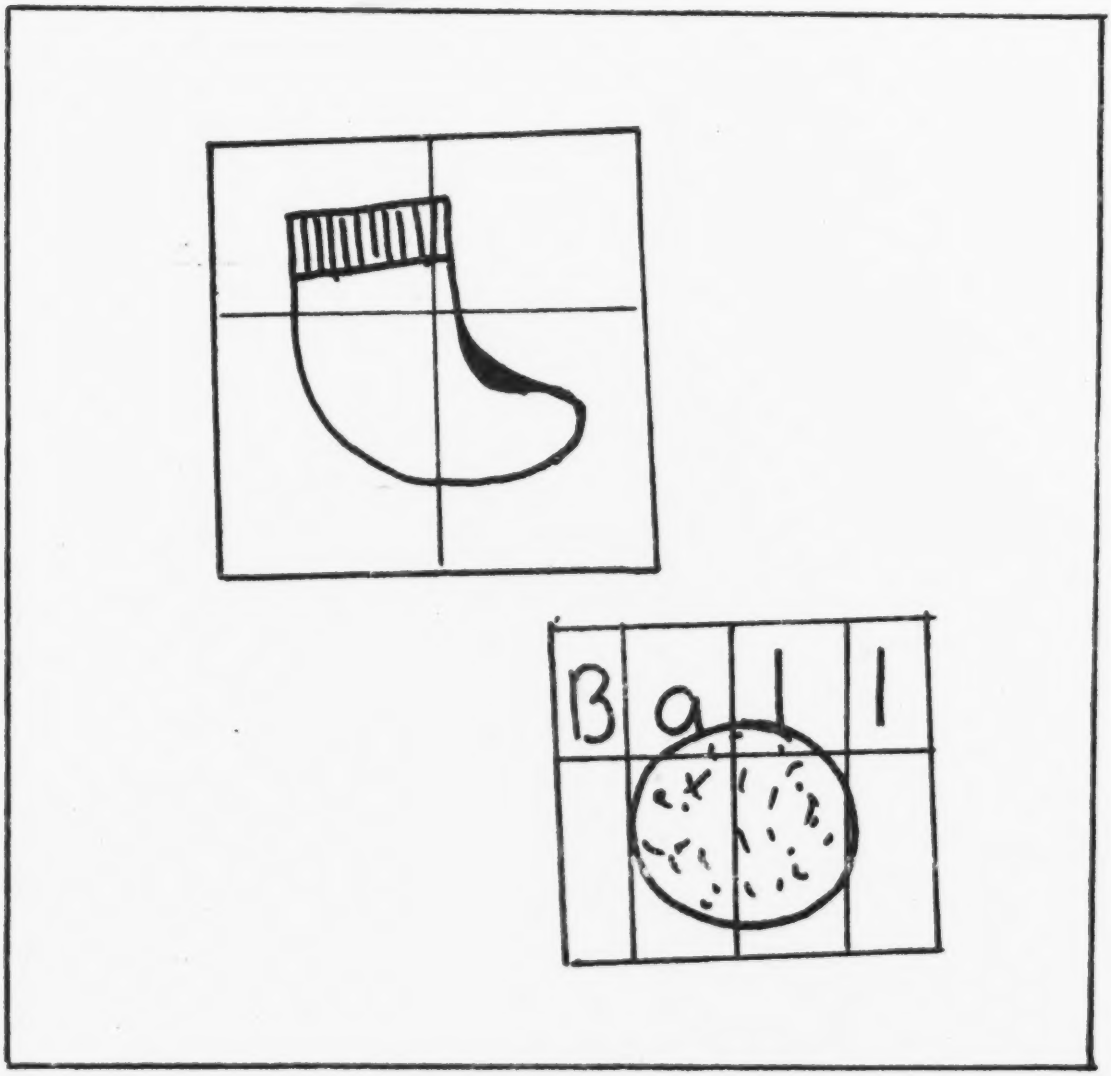
4. The child can also draw the arrows shown on the cards, first while looking at them, and then from memory.



Puzzle Pictures

These puzzles will help the child further develop his thinking skills

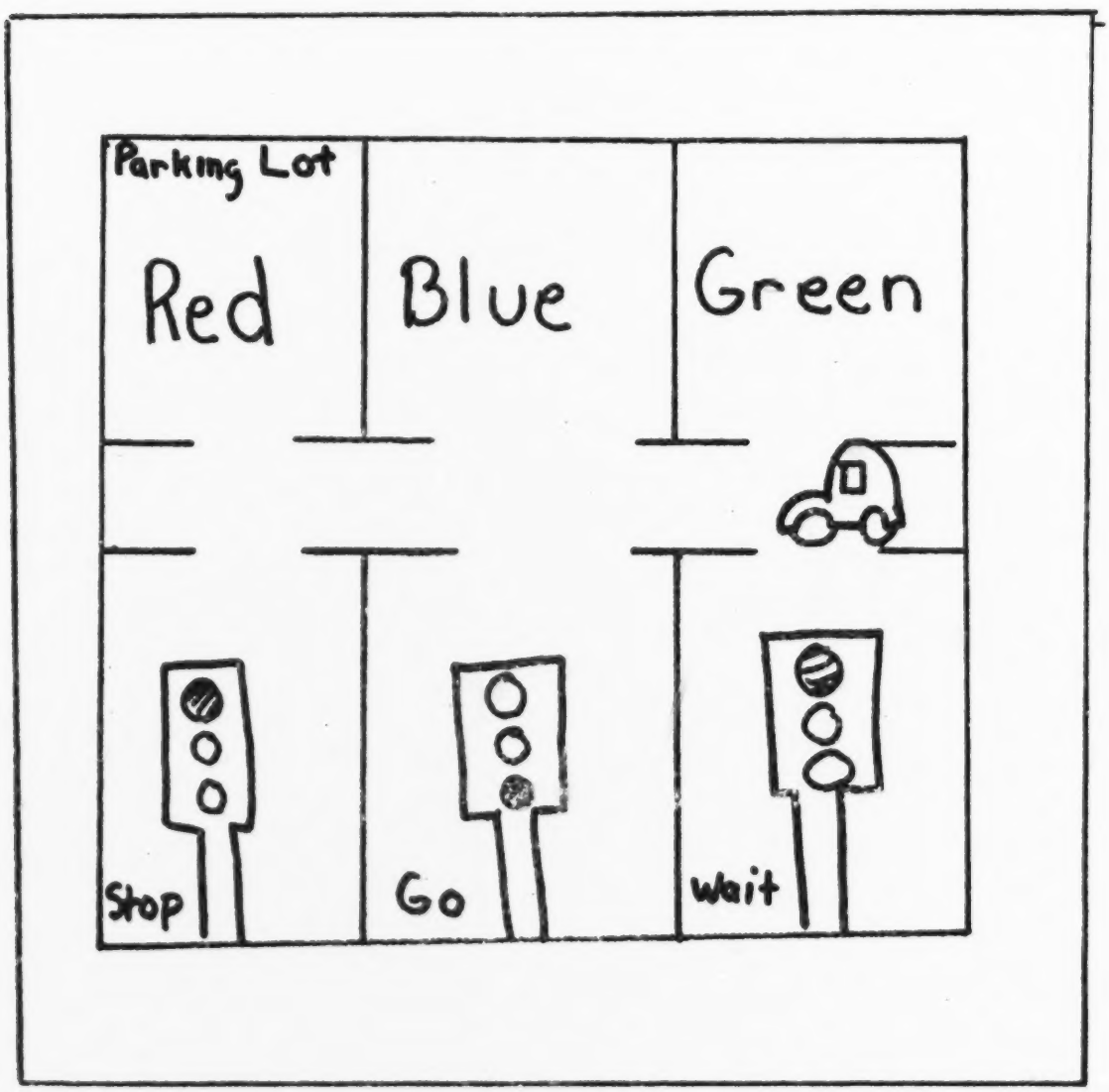
1. Mount simple pictures on poster board or cardboard.
2. Cut the picture cards into strips, squares, or diagnoles to make pictures.
3. The child puts the puzzle pieces together to form a picture.
4. Use pictures from magazines or old workbooks.
5. Add letters to spell out objects.



Park and Stop

This game will help the child recognize words and colors. It will also develop his listening skills.

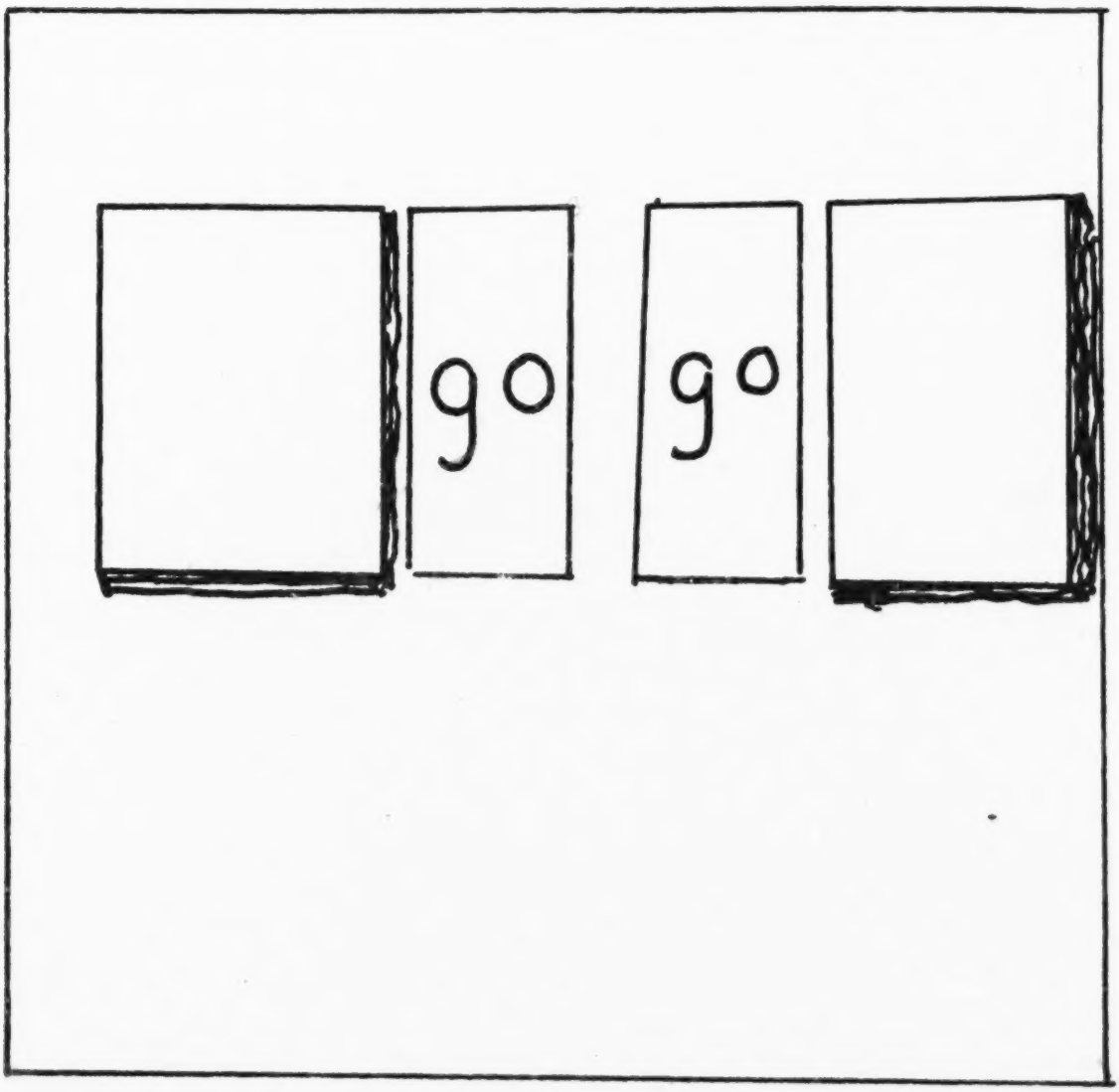
1. Using colored paper, cut out different colored squares. Paste on tagboard or cardboard to make a parking lot.
2. Draw stoplights at the bottom of the paper.
3. Use miniature cars the same color as the parking lots.
4. The child moves a car on the paper according to the directions given by another person; for example; drive the blue car to the blue parking lot or drive the red car to the yellow light.



Quick Call

This game helps the child identify letters and words

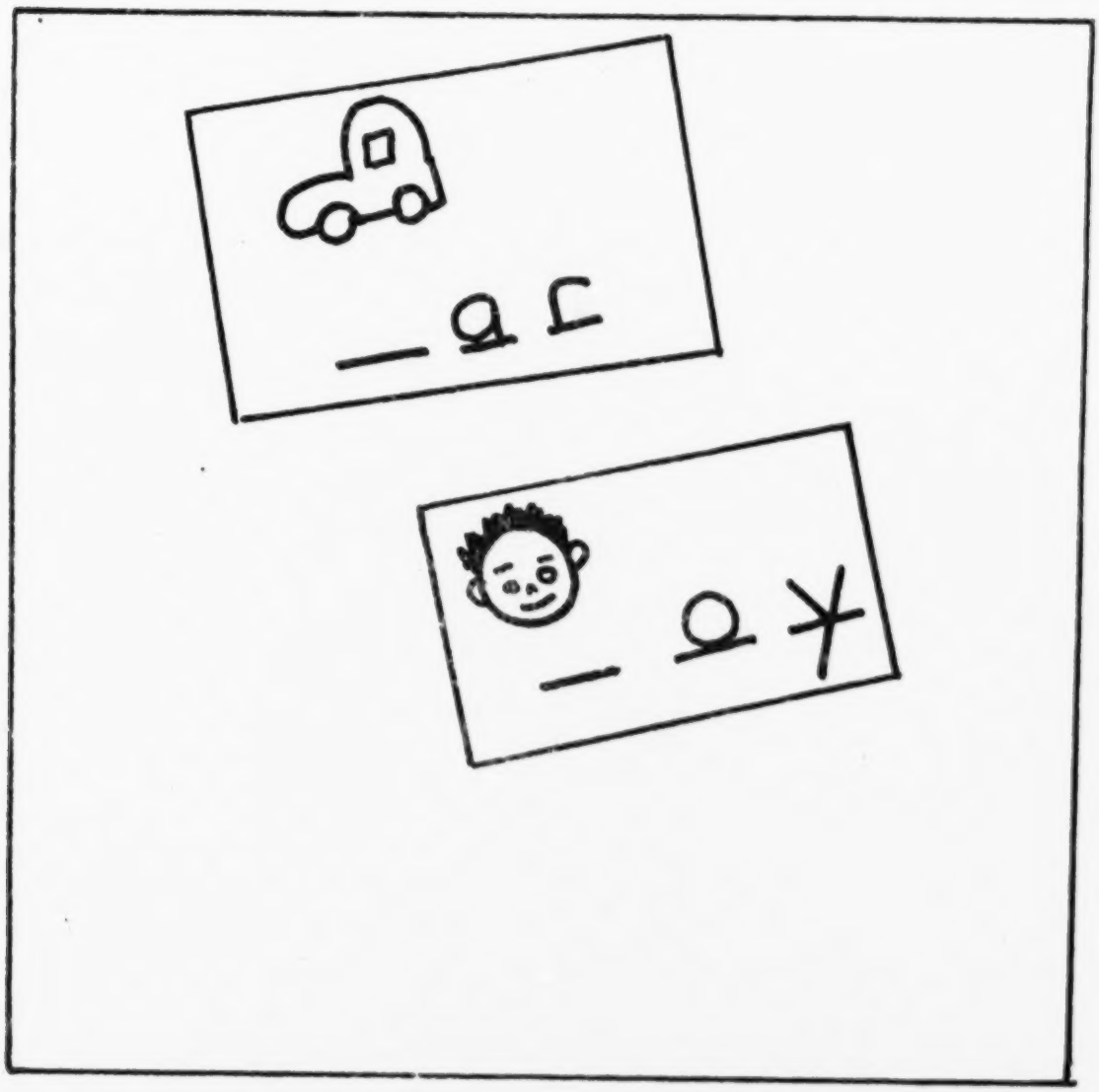
1. Prepare a deck of cards with several sets of identical words or letters from rectangles cut out of construction paper.
2. Shuffle cards and deal out to the child and someone else (another child)
3. The two people together turn over one card at a time.
4. When two identical cards turn up, the one who names the letter or word just takes both burned up stacks of cards.
5. The game is won when one person gets all the cards.



Add the letter

This game helps the child recognize initial sounds of words

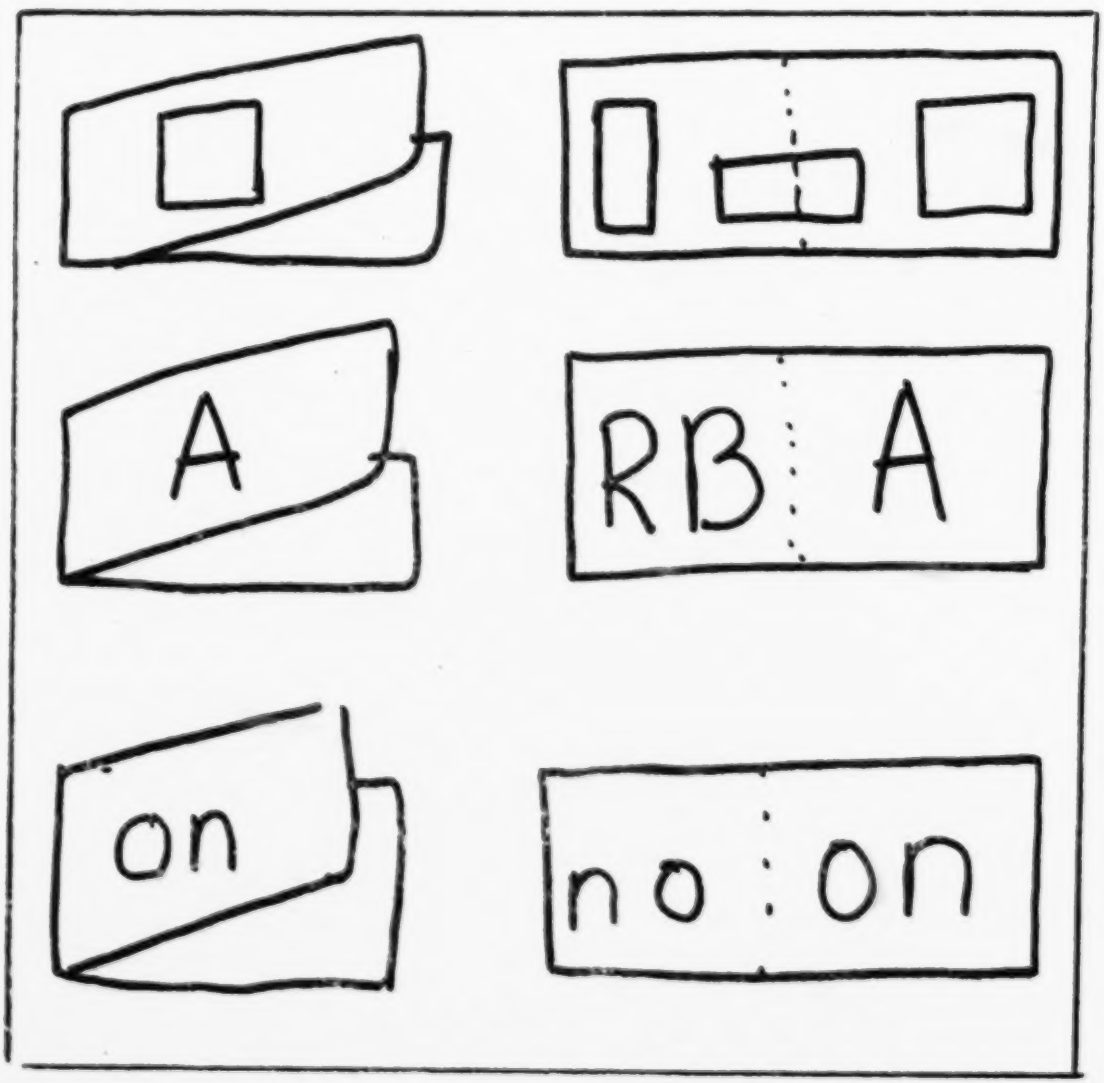
1. Make a set of word cards. Omit the first letter of each word.
2. Draw a corresponding picture by each word
3. Prepare a set of alphabet cards (1x1 in)
4. The child selects the correct letter from the alphabet cards to fill in the missing letter on the word card.
5. Sets of cards can be made with the medial or final letters omitted.



Take A Look

This game helps the child identify letters and words

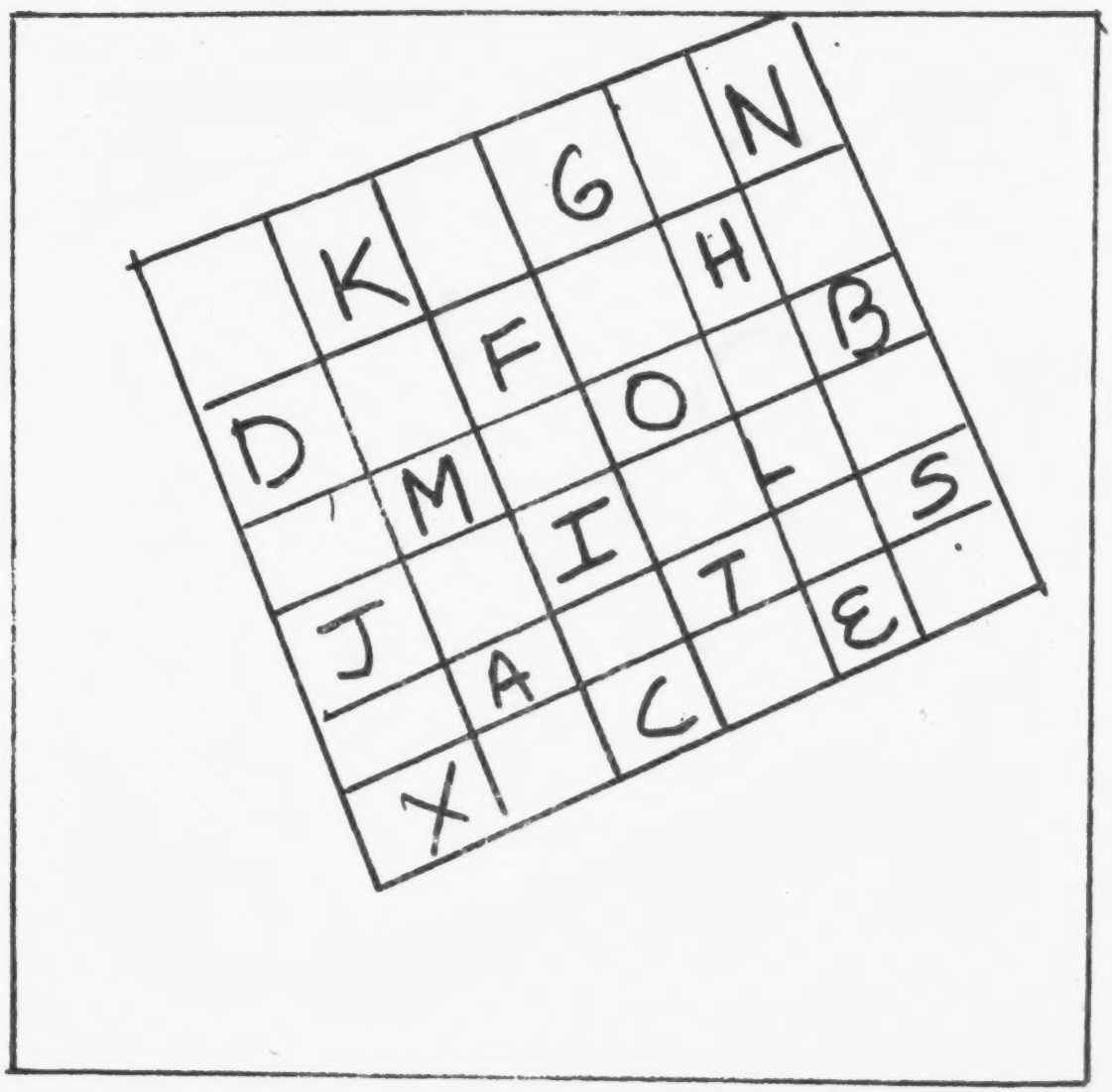
1. Fold strips of tagboard (2x* in) in half (Construction paper may be used)
2. On the front, draw a shape, letter, or word.
3. On the inside put a duplicate of the front markings along with one or more other figures.
4. The child observes the item on the front briefly, then turns to the inside to locate a duplicate.



Check a Word

This game also helps the child identify letters and words

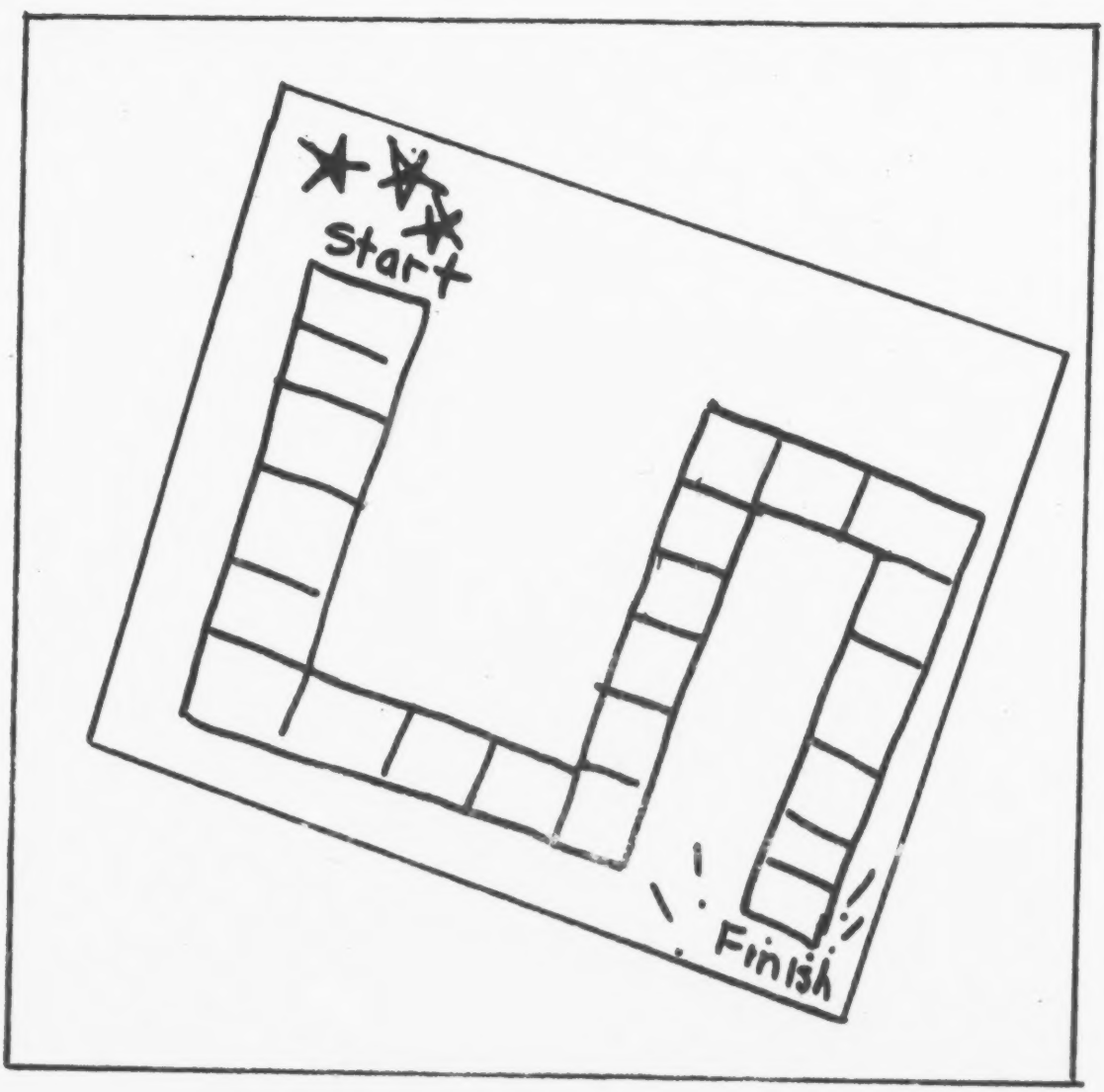
1. Make a checkerboard (cardboard or paper)
2. Write letters or words in the squares.
3. Make chips for each player, or use colored poker chips
4. Play as "checkers"
5. The child must be able to say the letter or word in the square to which he wants to move.



Reach your Goal

This game helps the child identify beginning sounds of words and entire words.

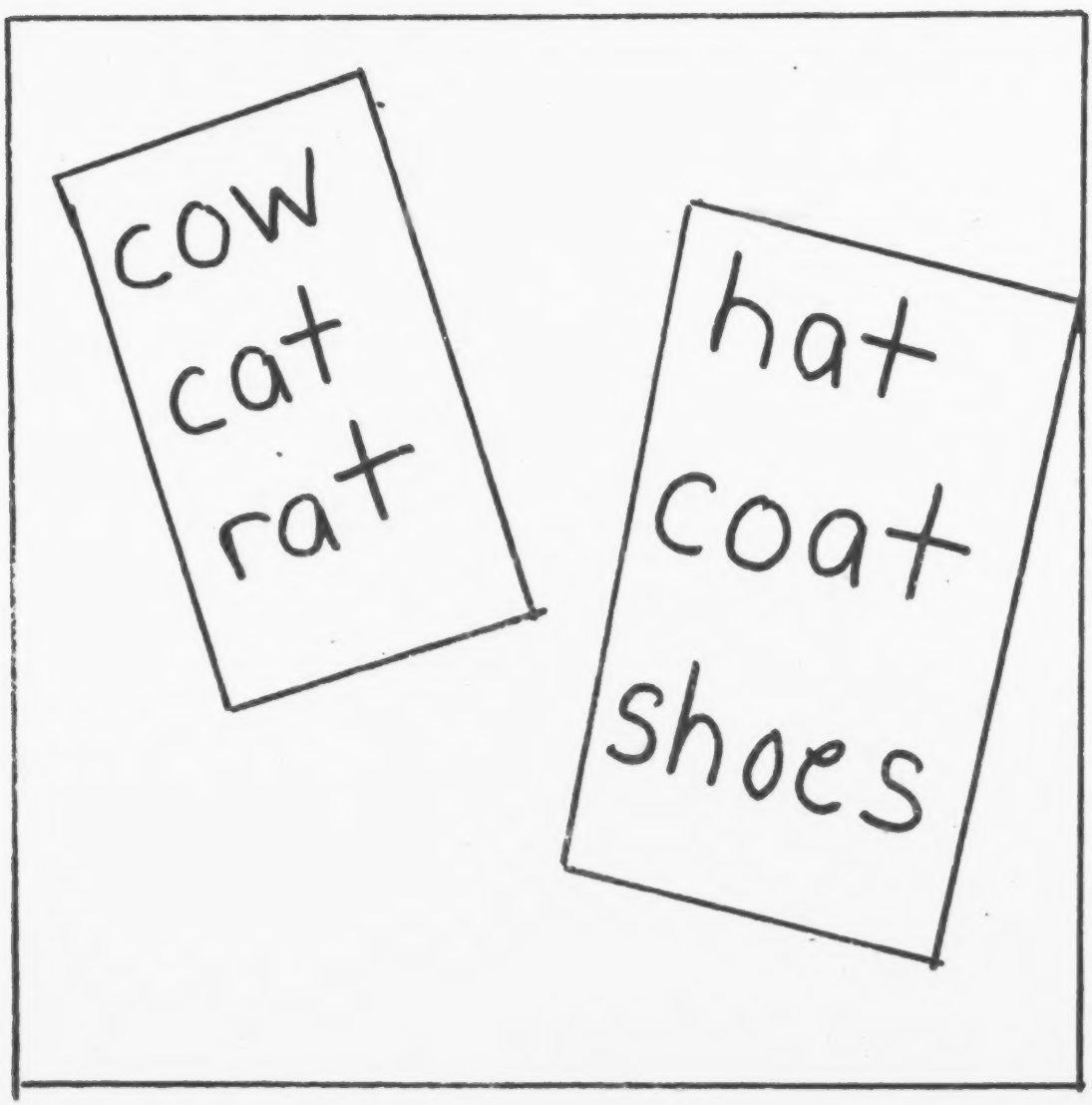
1. Draw game cards with a magic marker on posterboard or cardboard.
2. Make small cards with a letter, word picture, or beginning sounds.
3. The child draws a card from the stack and as he correctly identifies it he moves a space toward the finish.



Three Little Words

This game develops the child's verbal expressions

1. Prepare a set of small cards with three related words on each.
2. The child picks a card and tells a short story including all the words that appear on the card.



Make a Run

This game will help the child recognize latters or words

1. Prepare individual playing cards resembling baseball diamonds on 9x9 in squares of tagboard.
2. The child responds to letter or word flash cards.
3. As the correct answers are given, the child moves from base to base.
4. A point is given each time the child "makes a run."